

بتصريح وتحت إشراف

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

2nd Primary 2020

FIRST TERM

Parent's Guide

Stickers of page (94)

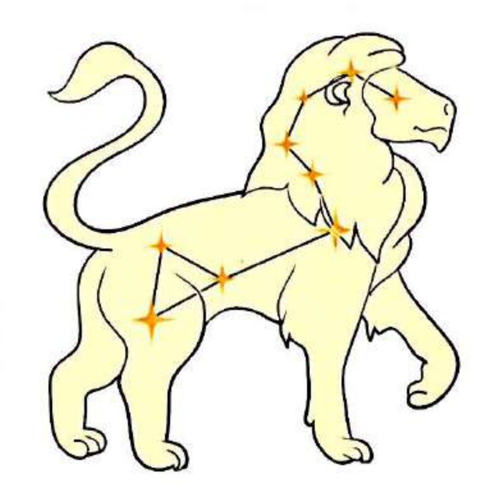


Stickers of page (95)





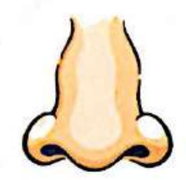
Canis Major constellation



Leo constellation

Stickers of page (126)











Smile and funny stickers





































CONTENTS

THEME 1 Who Am I ?

THEME 2 The World Around Me



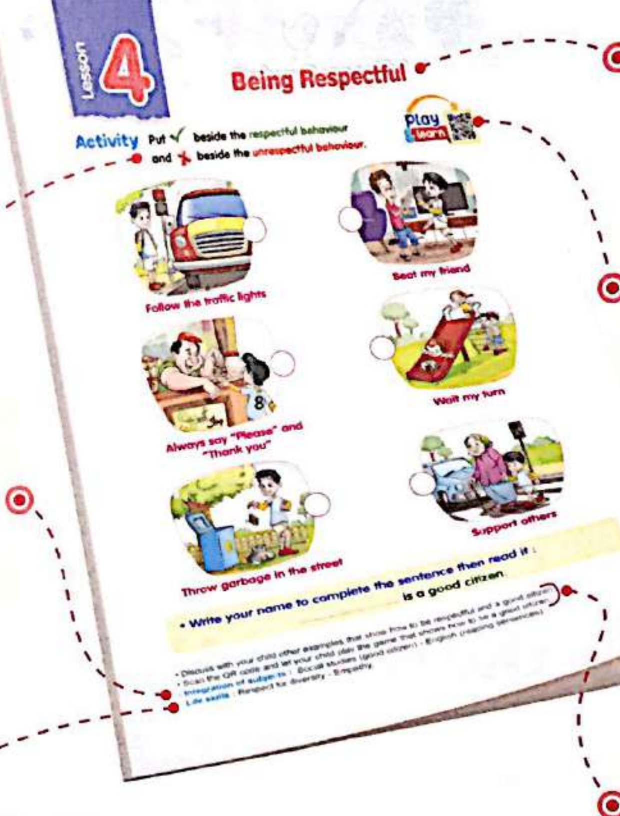
How to use this guide ?

Topic name

Represents what your child should discover through some activities.

Directions

What your child needs to do in the activity.



QR code

Scan the QR code using your phone and let your child enjoy learning through playing games.

Integration of subjects

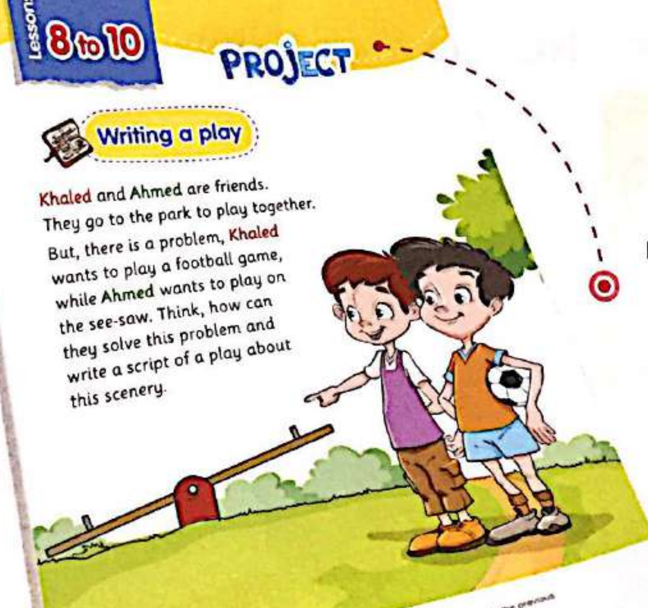
The different subjects that are covered in the activity.

Life skills

Represents the skills that your child must acquire from the activity.

Notes for parents

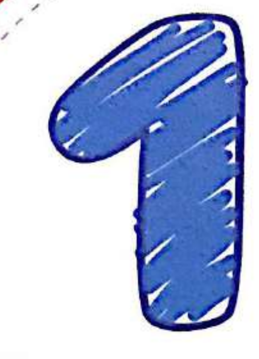
What the parents should do to help his/her child to do the activity.



Project

Represents a **"Project"** that your child should make to apply the topics and the concepts that he/she has learned in each chapter and share it with his/her friends and family.

THEME

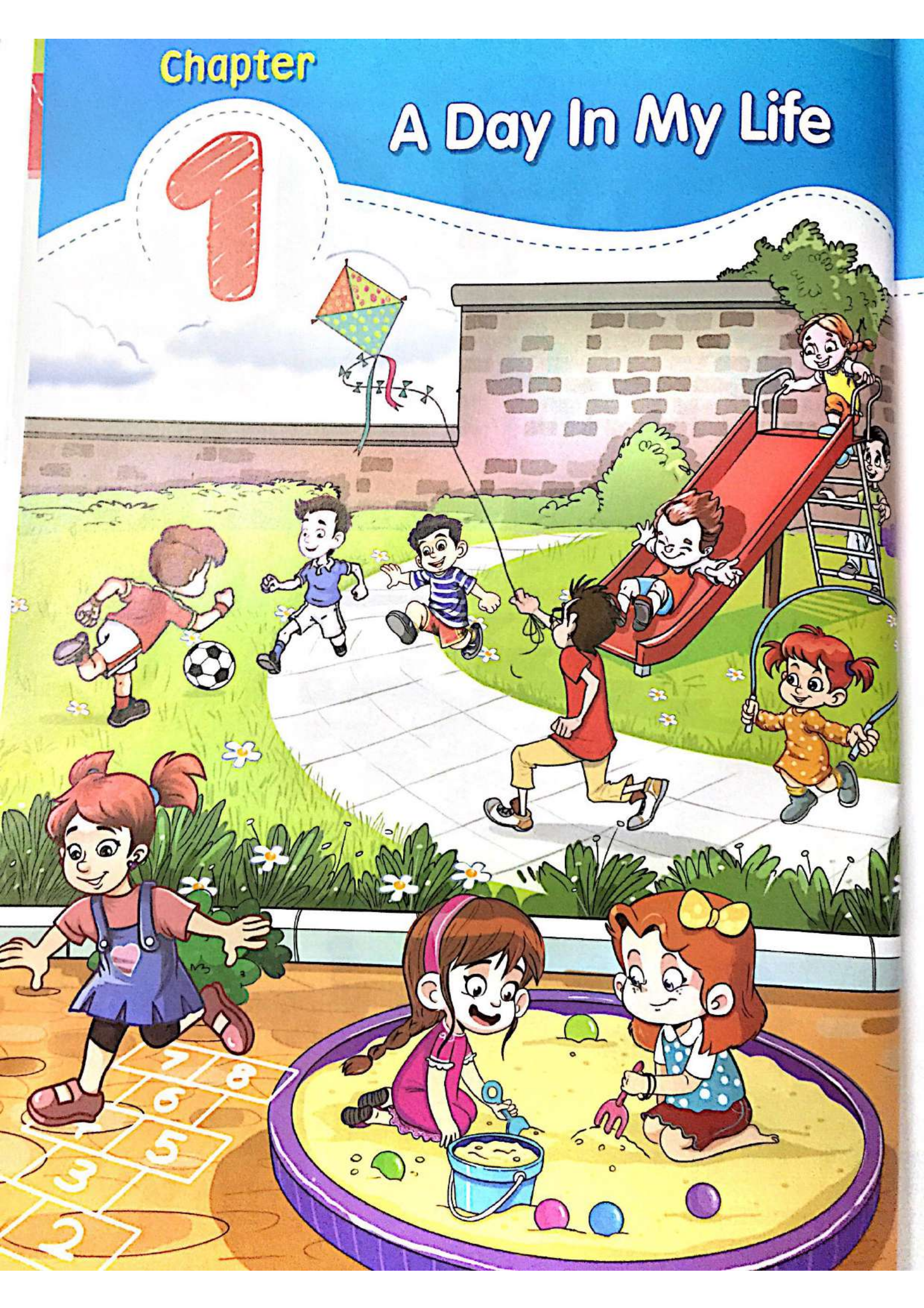


Who Am I ?








Chapter
1
A Day In My Life



Learning outcomes

By the end of this chapter, your child will be able to :

- Describe family structure.
- Identify your child responsibilities in his/her family.
- Identify how to cooperate with family members at home.
- Identify how problems are solved.
- Identify ways your child cooperate with others at school.
- Describe how others can have positive and negative impacts on our behavior.
- Describe what it means to be a good citizen.
- Categorize daily behaviors.
- Observe patterns in his/her daily routine.
- Analyze how they make choices.
- Practice telling and writing time to the hour, half hour and quarter hour.
- Identify strategies to effective manage time.
- Identify conflict resolution skills to solve problems.
- Performe a play demonstrating a problem and solution from daily life.



Key vocabulary

- Responsibility
- Routine
- Script
- Respect
- Conflict resolution
- Citizenship
- Cooperate
- Priority
- Problem
- Analog
- Scenery
- Pattern
- Community
- Compromise
- Citizen
- Time management
- Solution
- Digital





Activity Stick the photos of your family members who live in your house and write their names.

....

Stick your photo here

....

....

My name is

....

....

....

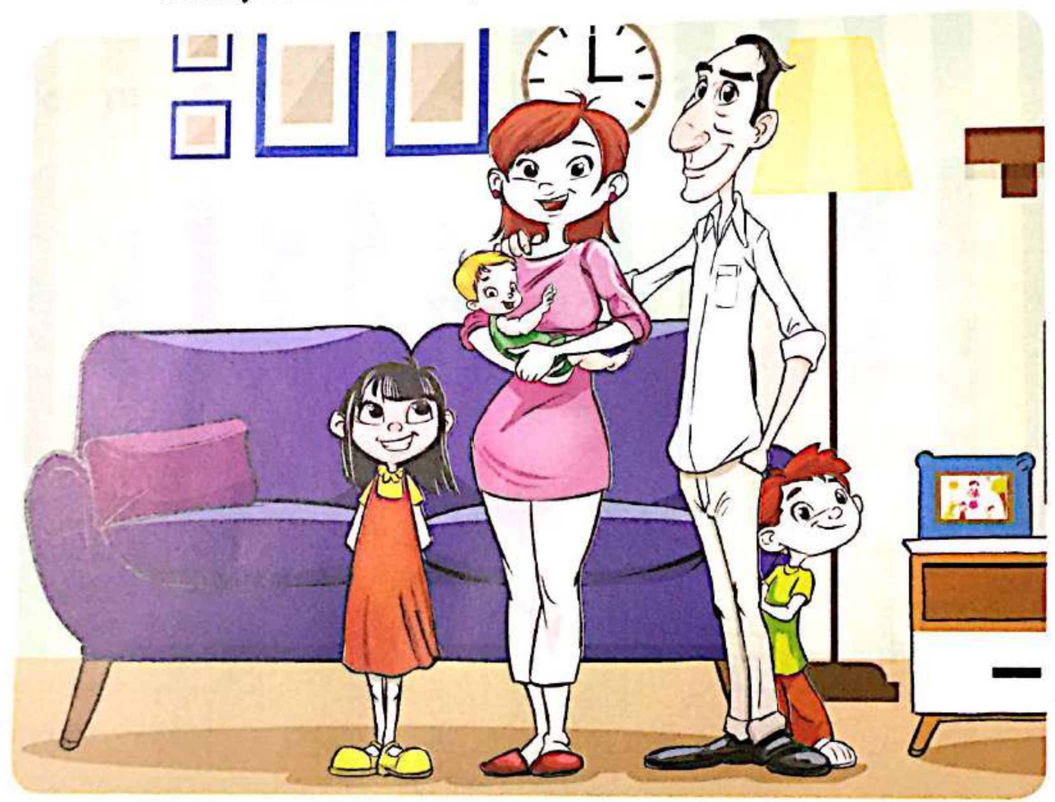
Notes for parents

- Let your child stick his/her photo and write his/her name, then stick the photos of family members who live in his/her home and write their names.
- Discuss with your child the members of other families, like the family of his/her cousin.

- **Integration of subjects** : Social studies (family members) - English (writing) Economics and applied sciences (different family members).
- **Life skills** : Solicit and respect multiple and diverse perspectives to broaden and deepen understanding - Observing.

Family Responsibilities

Activity 1 **Read the following paragraph that shows the responsibilities of Shady's family members, then underline the responsibilities that Shady can do or help in.**



My name is Sahdy and this is my family. My mom and dad work during the day. All my family members help each other in my house. Every day I wake up early and tidy my room.

My mom cooks the food for us. Sometimes my big sister Dina and I take care of my little brother Ramy while my mom cooking the food.

My mom clean the house. My sister and I always help mom clean too.

My dad always helps me to study my lessons.

If something breaks in the house, my dad fixes it. Sometimes my dad let me help him to fix the broken things.

Every day all my family members help each other to prepare our dinner.

- Help your child to read the paragraph.
- Discuss with your child some responsibilities that he/she can help in with the family members.

- **Integration of subjects :** English (reading) - social studies (family responsibilities).
- **Life skills :** Verbal communication - Self-expression - Setting clear goals.

Activity 2 Write your family member that can do each of the following responsibilities in your house.

Responsibilities	Who can do that ?
Fixing broken things.	
Cooking food.	
Cleaning the house.	
Preparing dinner.	

Notes for parents

- Let your child write the family member or members that can do each of the previous responsibilities like (mom, dad, sister, brother, me, ... etc).
- Discuss with your child other responsibilities in his/her family and who can do them.

- **Integration of subjects :** Social studies (family responsibilities) - English (writing).
- **Life skills :** Self-expression - Verbal communication.

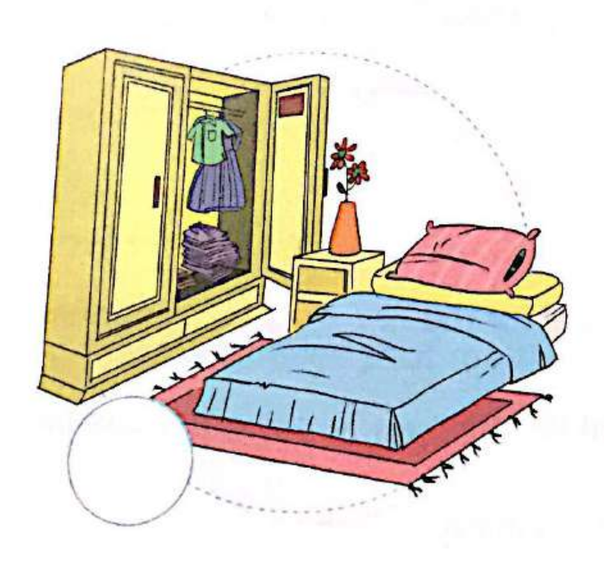
My Responsibility in My Family

Activity Put ✓ or ✗, then write a sentence to describe if you can or cannot do these jobs.





....





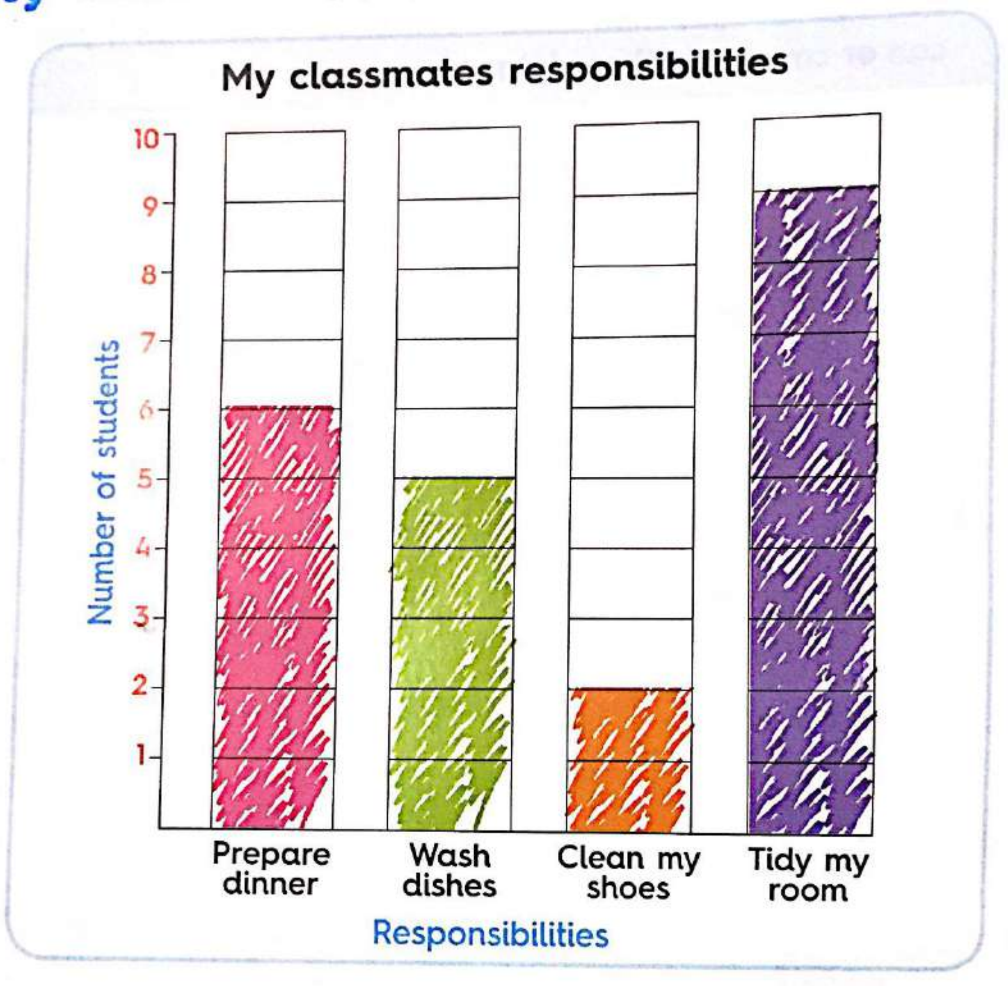
....

- Let your child choose the responsibilities that he/she can do, then write a sentence to describe his/her job like : "I wash my plate - I tidy my room".
- Help your child to write sentences that describe some jobs he/she cannot do like : "I cannot wash clothes - I cannot go to the market alone".

- **Integration of subjects :** Economics and applied sciences (getting help from family members) - English (writing sentences).
- **Life skills :** Verbal communication - Self-expression.

Graphing our Responsibilities

Activity Use the following graph to answer the questions.



• Complete :

1. The biggest number of students is that for the .... responsibility.

2. The least number of students is that for the .... responsibility.

3. The number of students that help in washing dishes = ...

4. The number of students that help in preparing dinner = ...

Notes for parents

- Help your child to use graphs to get information.
- Discuss with your child the number of his/her responsibilities in the family.
- **Integration of subjects** : Math (graph and numbers) - Social studies (responsibilities).
- **Life skills** : Solicit and respect multiple and diverse perspectives to broaden and deepen understanding - Self-expression.



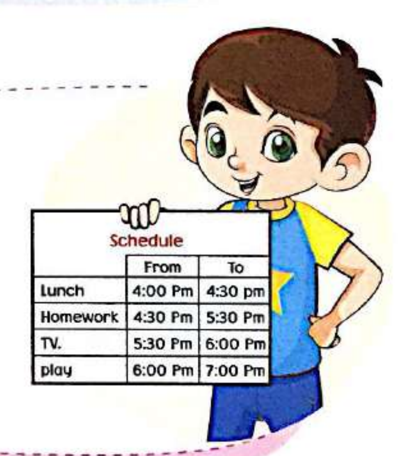
My Problem and Solution

Activity 1 **In each paragraph, underline the problem using a red pen and underline its solution using a blue pen.**

My name is Adam. Every day I wake up early at 7 O'clock at morning. But, sometimes I wake up late. My father told me to use an alarm clock to help me wake up early.



My mother noticed that I waste a lot of time in watching TV. and playing video games. So, she made me a schedule to organize my time.



My teacher noticed that my hand writing is not good. She advised me to spend more time in practice writing at home.



- Help your child to read the paragraphs.
- Help your child to recognize the problem and its solution in each paragraph.
- Discuss with your child his openion about each solution.

- **Integration of subjects :** English (reading) – Economics and applied sciences (problems and solutions).
- **Life skills :** Verbal communication - Analyze the parts of the problem.

Activity 2 Write a solution for each of the following problems and write who can help you in this solution.

Problem	Solution	Who can help you ?
I have some troubles with my homework.	....	....
My T-shirt is not clean.	....	....
My wall clock stop working.	....	....

Notes for parents

- Let your child write a simple sentence to describe a solution he/she suggested for each problem, and which of his/her family members could help him/her in this solution.
- Let your child suggest some other problems and let your child think how can he/she solve them.
- **Integration of subjects** : English (writing sentences) - Economics and applied sciences (problems and solutions).
- **Life skills** : Analyze the parts of the problem - Verbal communication.



Working With My Classmates

Activity Complete the sentence below each picture using the following statements.

color a picture | act a play | play football | read a story



We .... together.



We .... together.



We .... together.



We .... together.

- Let your child write each statement below the right picture.
- Discuss with your child other activities that he/she cooperate with his/her classmates to do them.

- **Integration of subjects :** Vocational fields (cooperation at school and home) - English (writing).
- **Life skills :** Effective management and organization of tasks - Respect for other opinions.

I Can Cooperate at School

Activity Match each sentence with the suitable picture.

Cooperation means ...

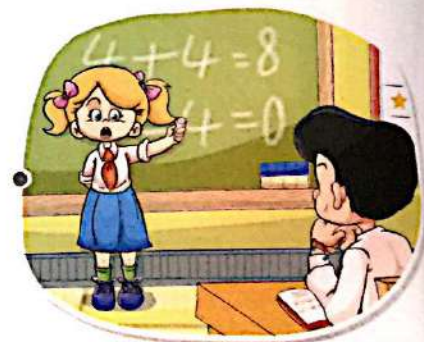
Help my classmate.

Share ideas with my classmate.

Listen to my classmate.

Encourage my classmate.









Notes for parents

- Discuss with your child the importance of cooperation with his/her classmates.
- Help your child to know the meaning of cooperation like : "helping others, sharing my ideas with others, listening to others and encouraging others".

- **Integration of subjects** : Vocational fields (cooperation at school and home) - English (reading some words).
- **Life skills** : Good listening - Self-expression.



Being Respectful



Activity Put ✓ beside the respectful behaviour
and ✗ beside the unrespectful behaviour.



Follow the traffic lights



Beat my friend



Always say "Please" and "Thank you"



Wait my turn



Throw garbage in the street

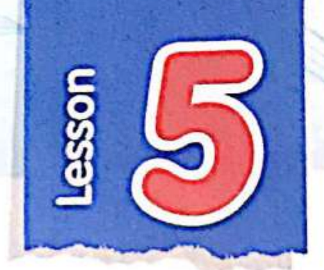


Support others

• Write your name to complete the sentence then read it :

.... **is a good citizen.**

• Discuss with your child other examples that show how to be respectful and a good citizen.
• Scan the QR code and let your child play the game that shows how to be a good citizen.
- **Integration of subjects :** Social studies (good citizen) - English (reading sentences) Economics and applied sciences (positive attitudes).
- **Life skills :** Solicit and respect multiple and diverse perspectives to broaden and deepen understanding - Empathy in communicating with others.



Daily Routine

Activity 1 Order the following pictures to show your daily routine.



Brush my teeth



Eat my lunch



Do my homework



Wake up early



Eat my dinner



Eat my breakfast



Choose what to play



Go to school

Notes for parents

- Discuss with your child his/her daily routine and what are the activities he/she can add to the above daily routine.
- **Integration of subjects :** Math (writing numbers) - Social studies (daily routine) English (speaking).
- **Life skills :** Observing - Self-expression.

Activity 2 Write the labels of the following items in the table below to classify them into **Needs** and **Wants**.



Needs	Wants
....	....
....	....
....	....

• Discuss with your child other examples of needs and wants in his/her life.
- **Integration of subjects :** English (writing) - Social studies (needs and wants).
- **Life skills :** Distinguishing - Self-expression.

My Choices

Activity Try to read each paragraph, then put ✓ beside one or more answer to complete the sentence.

I told my mom that I want to eat rice and fish.

- My choice of food affects ....

me. my mom. my friends.



I told my friends that I want to play football.

- My choice to play football affects ....

me. my dad. my friends.



I told my barber that I want to change my hairstyle.

- My choice to change my hairstyle affects ....

me. my brother. my barber.



Notes for parents

- Help your child to read the paragraphs.
- Let your child know that some of his/her choices affects him/ herself and also some people around him/her.
- Discuss with your child other examples of his/her choices and also who can be affected by these choices.

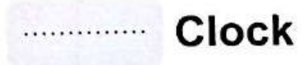
- **Integration of subjects :** English (reading) - Social studies (making choices).
- **Life skills :** Respect for other opinions - Self-expression.



Reading a Clock

Activity 1 Write **Analog** or **Digital** below the suitable picture.

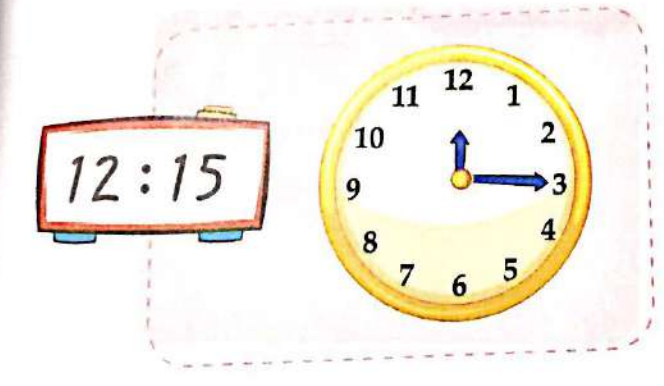


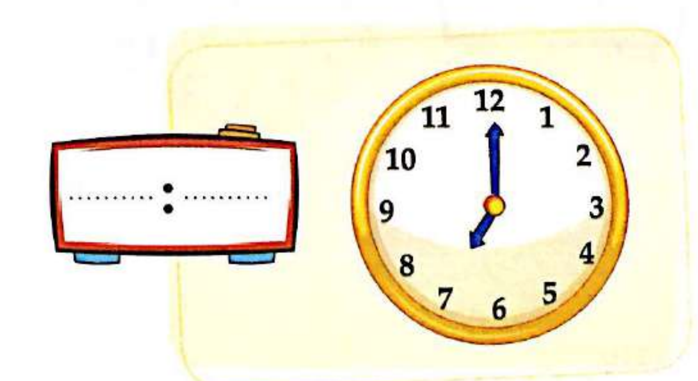


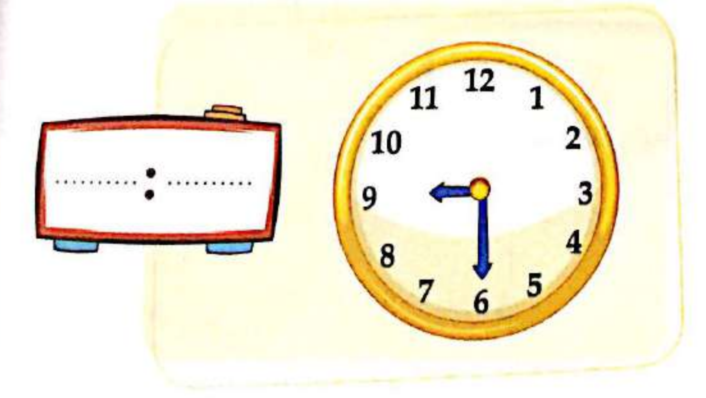
.... Clock

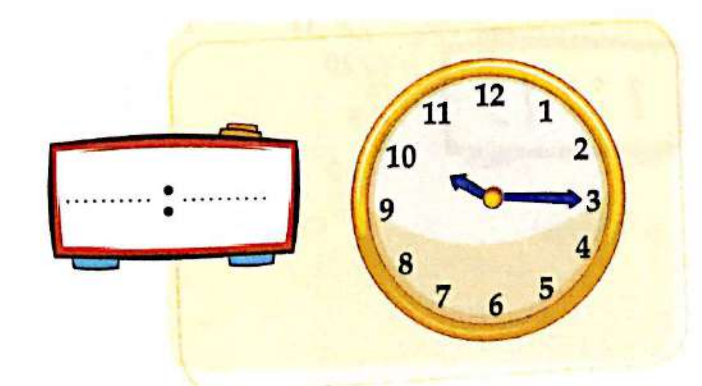
.... Clock

Activity 2 On the digital clock, write the numbers that represent the time shown on the analog clock as in the solved example.





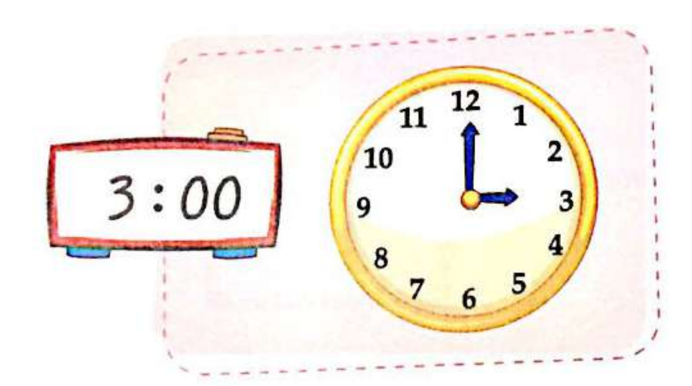


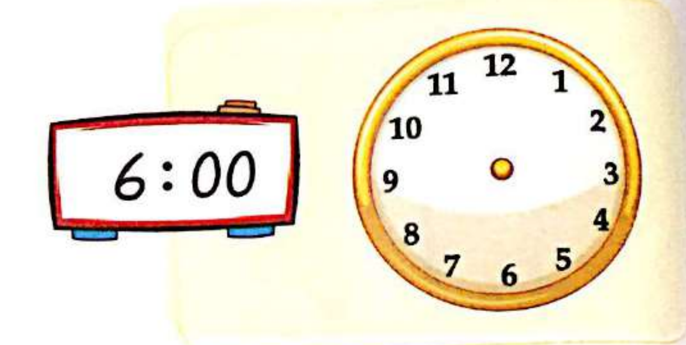


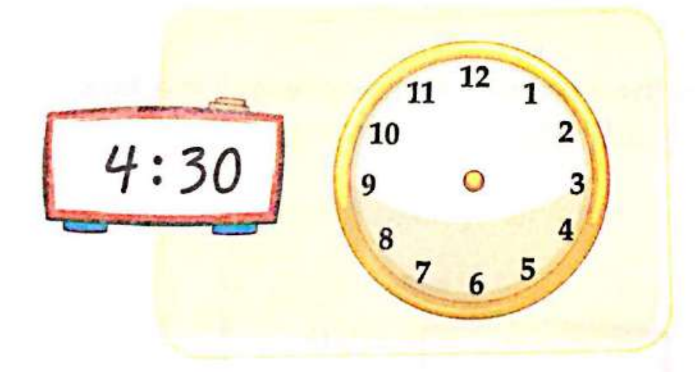
- Show your child an analog clock and a digital clock at home.
- Help your child to write other examples of time on the digital clock.

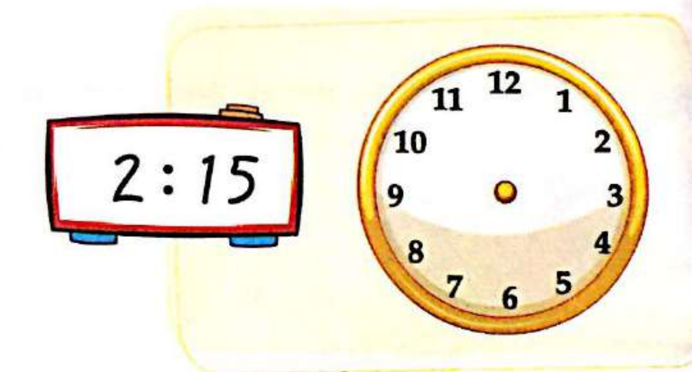
- **Integration of subjects** : Math (reading time) – English (writing).
- **Life skills** : Effective management and organization of tasks.

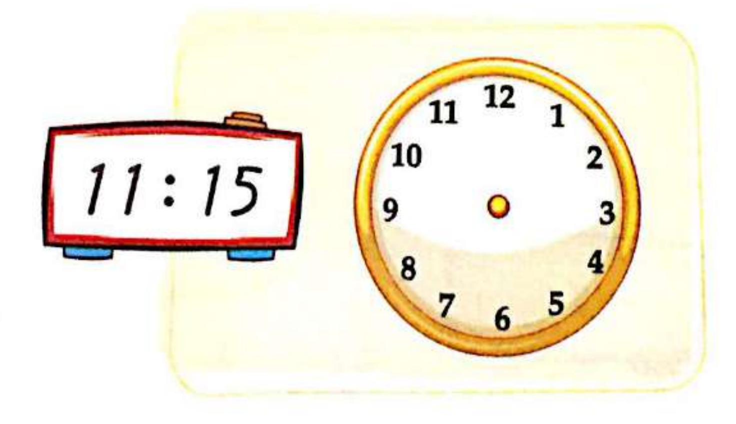
Activity 3 On the analog clock, draw the clock hands that represent the time shown on the digital clock as in the solved example.

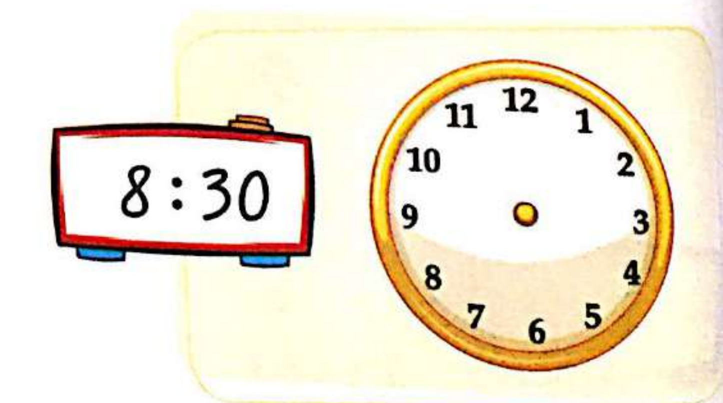












Notes for parents

- Help your child to draw the clock hands on the analog clock.
- **Integration of subjects :** Math (reading time) - Art (drawing).
- **Life skills :** Effective management and organization of tasks.

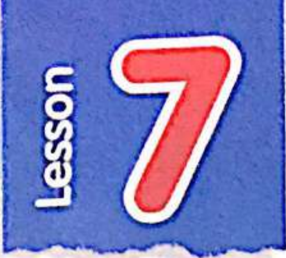
Time To Try Something New

Activity Complete the following table as shown in the solved example to show some of your priorities.

Priorities	Must do	Want to do	Time I will spend
Eat breakfast	✓		15 Minutes
Watch television		✓	Minutes
Play with my toys			Minutes
Study my lessons			Minutes
Tidy my room			Minutes

- Let your child choose : **Must to** or **Want to do** in the first two columns, then write the time that he/she will spend in the last column for each priority.
- Discuss with your child some other of his/her priorities and let him/her detect the time he/she will spend in each.

- **Integration of subjects** : English (writing and reading) – Social studies (must do & want to do).
- **Life skills** : Setting clear goals – Self-expression – Verbal communication.



Lesson 7 Peace Maker or Peace Breaker

Activity 1 Circle the sentences in green that shows the Peace Maker.

Peace Maker is the one who ...

help others

write on the desk

raise his hand

yell and scream

take care of books

Tell the truth

interrupt in class

follow the rules

Activity 2 Circle the sentences in red that shows the Peace Breaker.

Peace Breaker is the one who ...



Say bad words

write on the disk

talk quietly

break the rules

don't follow the rules

listen to the teacher

yell and scream

Notes for parents

- Discuss with your child other good manners to be a peace maker and other bad manners of peace breaker.
- **Integration of subjects :** Social studies (peace maker) – English (reading).
- **Life skills :** Verbal communication – Self-expression.

Strategies for Peace

Activity Arrange the following words to make a correct sentence in each situation.

• Ask for help



Please - to pick up - help me - the box

....

• Apologize



I am - your toy - I break - sorry

....

• Ask politely



your crayons - Can I use - please

....?

• Say stop



bad words - Please - stop saying

....

• Compromise



the doll - We can play with - for 5 minutes - the ball - then play with - for 5 minutes

....

....

• Discuss with you child how to be a peacemaker by using good words in different situations.
- **Integration of subjects :** English (form a right sentence) - Social studies (strategies for peace).
- **Life skills :** Verbal communication - Analyze the parts of the problem - Self-expression.



PROJECT



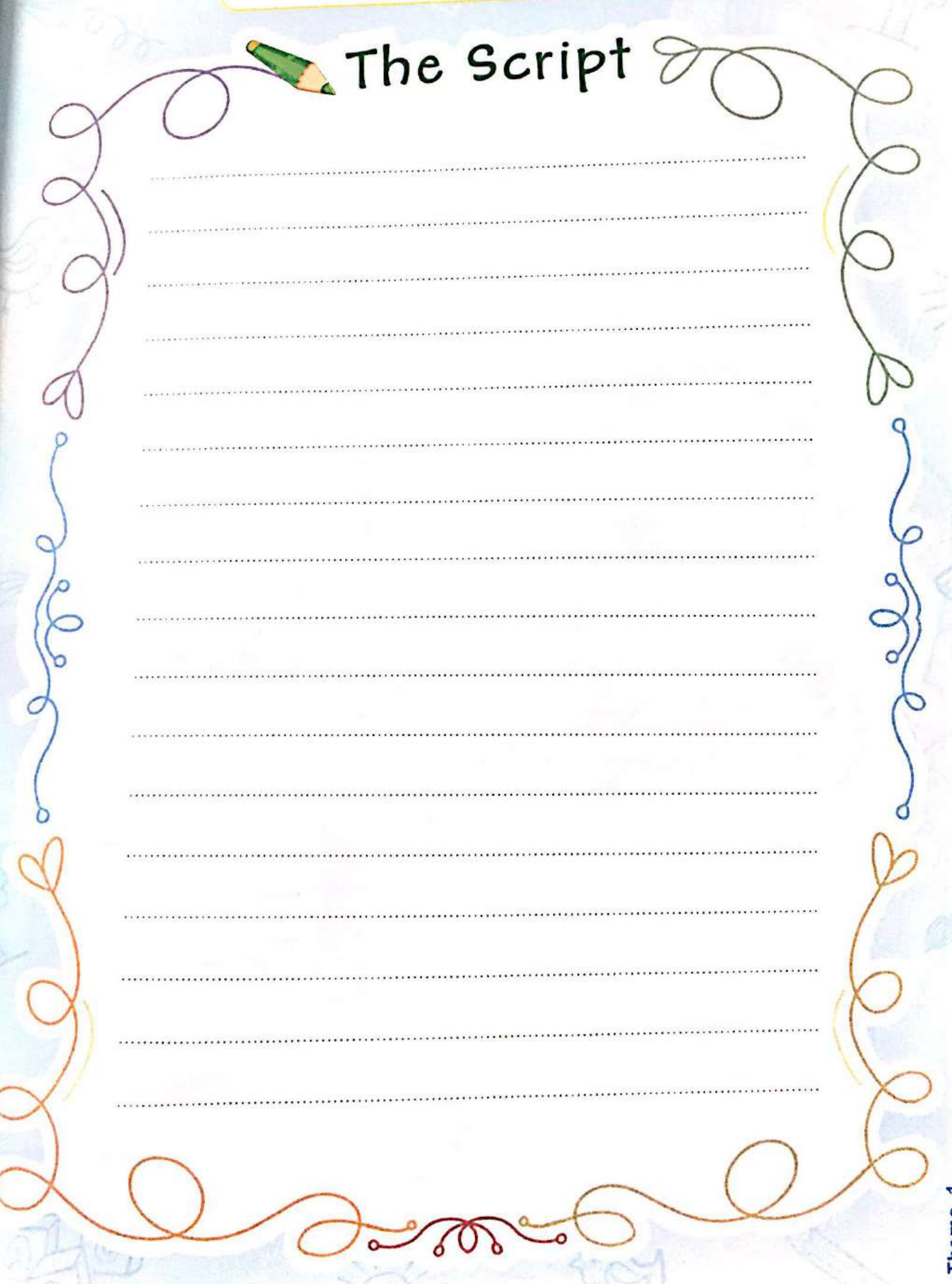
Khaled and Ahmed are friends. They go to the park to play together. But, there is a problem, Khaled wants to play a football game, while Ahmed wants to play on the see-saw. Think, how can they solve this problem and write a script of a play about this scenery.



Notes for parents

- Help your child to write the title and the script of his/her play.
- Discuss with your child how can he use the strategies of peace to solve the previous problem in his/her script.
- Try to act the script with your child in front of the family members.

The Play Title




Chapter
2
Taking Care of Me



Learning outcomes

By the end of this chapter, your child will be able to :

- Explain basic changes of human growth and development.
- Compare and contrast life cycles of humans, animals and plants.
- Identify external animal body parts and match to their functions.
- Analyze the importance of various body parts.
- Identify major food groups.
- Describe how a diverse diet contributes to health.
- Describe how making choices affects self, family, school and community.
- Use mathematics to solve word problems.
- Communicate advice through images and words.
- Describe the steps of the engineering design process and the importance of each step.
- Practice applying the engineering design process.
- Create a commercial to share and explain a tool.



Key vocabulary

- Grow
- Category
- Life cycle
- Expiration
- Serving
- Function
- Engineer
- Needs
- Commercial
- Spoil
- Food groups
- Tool
- Nutrients
- Living things
- Engineering design process



Growing Family

Activity Put ✓ on the correct picture that describes the right act towards babies.

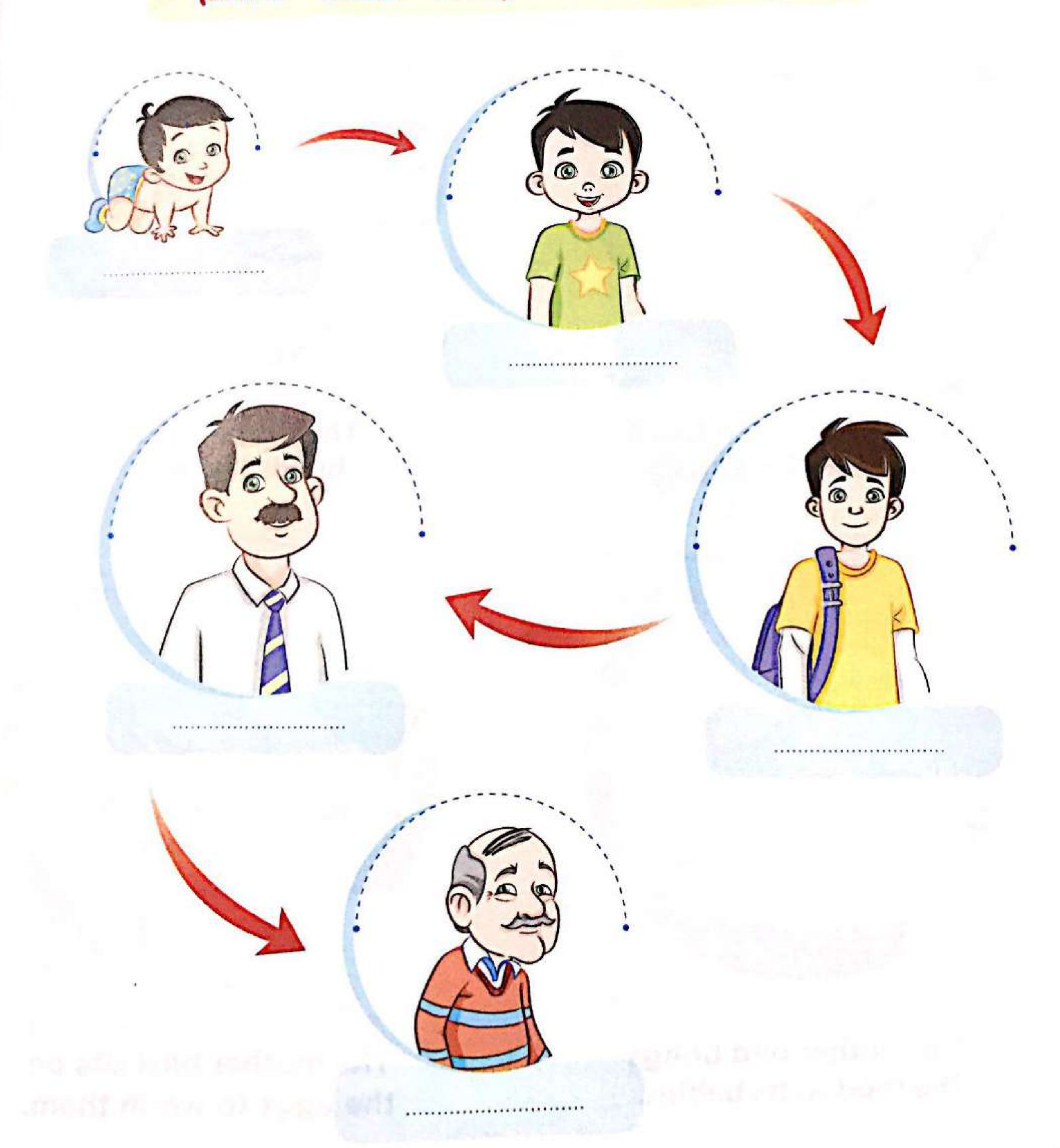
Notes for parents

- Help your child to know the right and wrong acts towards babies to make them safe and healthy.
- **Integration of subjects :** Science (identifying the healthy food for babies)
- Social studies (know the right behaviors toward babies to make them safe).
- **Life skills :** Define relationships between different objects - Respect for other opinions.

The Baby's Life Cycle

Activity Put each of the following words below the suitable photo to show the stages of the human life cycle.

(Elder - Child - Baby - Adult- Teenager).



• Discuss with your child the stages of human life cycle.
• Help your child to read and write the stages of human life cycle.

- **Integration of subjects :** Science (stages of human life cycle) - English (reading and writing)
- **Life skills :** Define relationships between different objects - Good listening - Verbal communication.

Baby Birds

Activity Order the following pictures to form a short story.



The mother bird takes care of the eggs.



The mother bird builds its nest.



The mother bird brings the food to its babies.



The mother bird sits on the eggs to warm them.

Notes for parents

- Discuss with your child what birds do to take care of their babies.
- Help your child to read the sentences.
  - **Integration of subjects :** Science (know the behaviors of birds towards their babies)
  - English (reading sentences).
  - **Life skills :** Organize parts to form a new or unique whole - Define relationships between different objects.

A Bird's Life Cycle

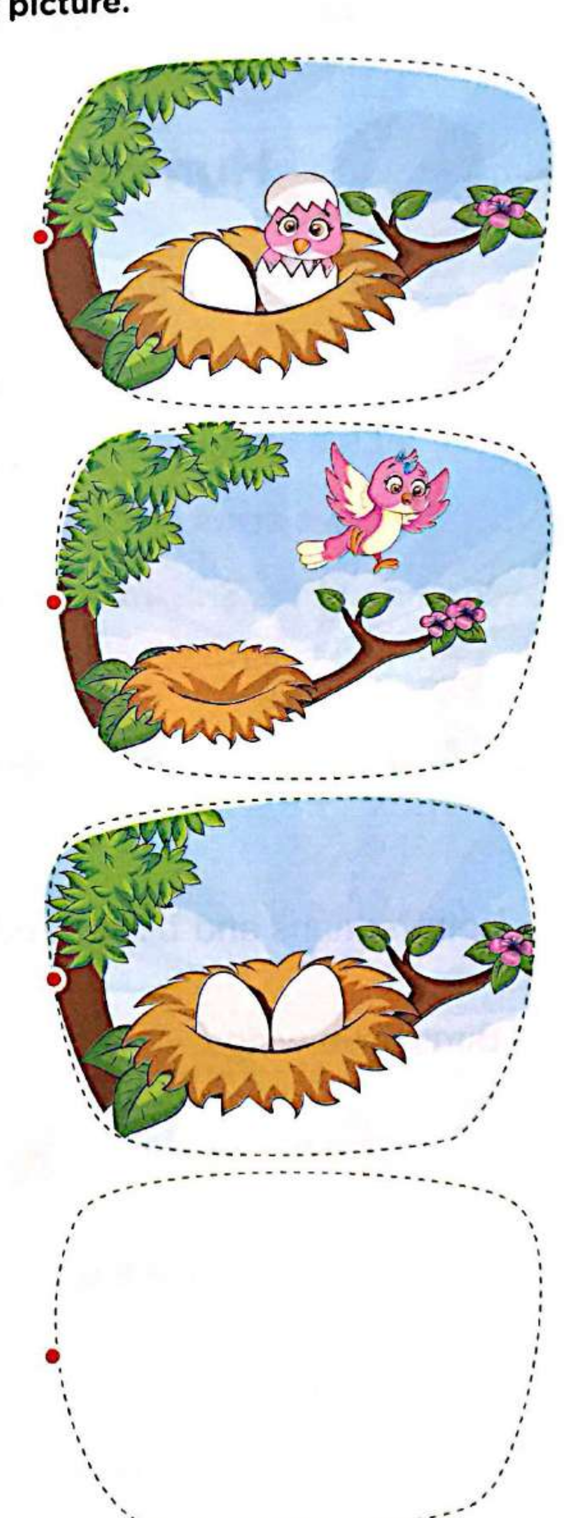
Activity Match each picture with the suitable sentence to describe the bird's life cycle, then draw the missing picture.

1. The eggs in the nest

2. Baby bird breaks the eggs

3. Baby bird grows up

4. Baby bird can fly and leave the nest

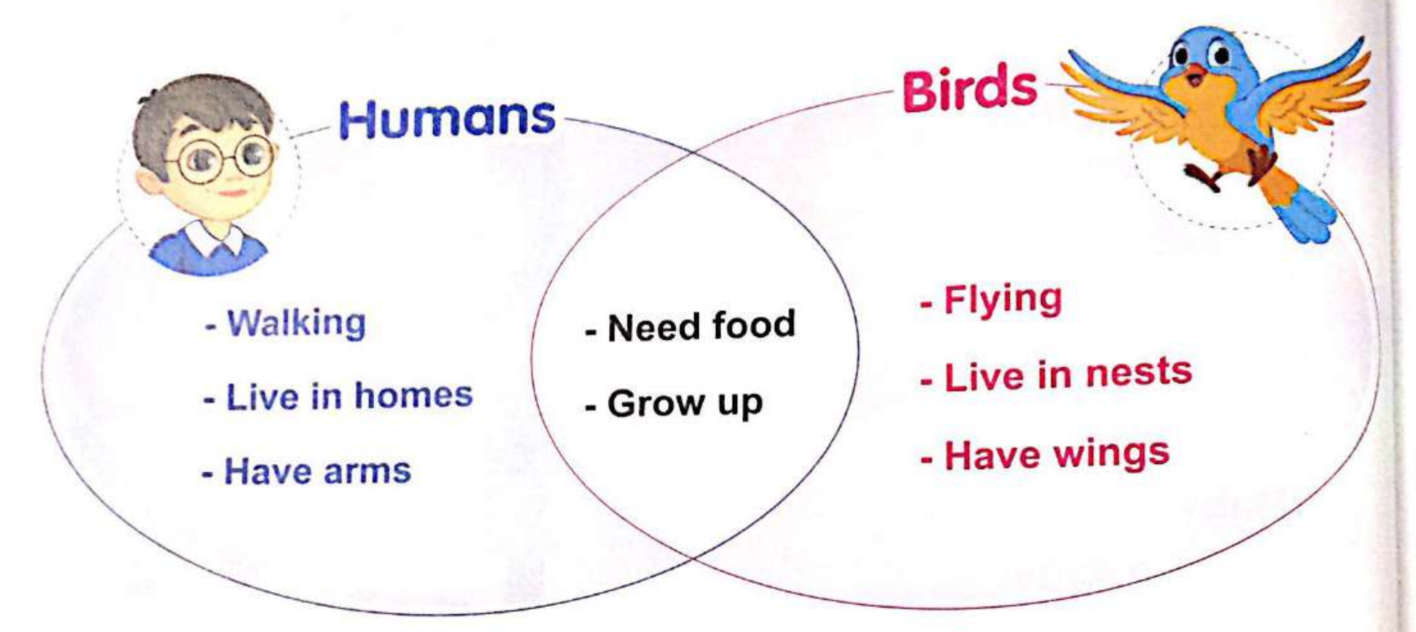


- Discuss with your child the stages of the bird life cycle.
- Help your child to read the sentences and connect it to the suitable picture.

- **Integration of subjects :** Science (stages of the bird life cycle) - English (reading) - Art (drawing).
- **Life skills :** Respect for other opinions - Good listening - Organize parts to form a new or unique whole.

Comparing Life Cycles

Activity Use the Venn diagram to answer the following questions then color the part of similarities in the Venn diagram in yellow.



From the Venn diagram answer the following questions :

- Both humans and birds need food in their life.  

- Birds have wings.  

- Humans differ from birds in : .... , ... and ....
- Humans and birds are similar in : .... and ....
- Humans live in .... and birds live in ....

Notes for parents

- Help your child to read sentences and questions then answer them.
- Help your child to use Venn diagram to know the difference between humans and birds.

- **Integration of subjects :** Science (know the difference between humans and birds.
- English (reading and writing) - Art (coloring).
- **Life skills :** Setting clear goals - Differentiation between things.

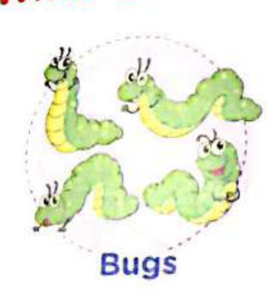


Feeding Baby Birds



Activity Choose the right picture then complete.

1. What do birds feed their babies ?


Bugs


Elephant


Lion

- The mother bird catches .... to feed its babies.

2. How do birds carry food to their babies ?


on its back


in its wing


in its beak

- The mother bird brings food to its babies ....

3. How do birds reach food ?


drive a car


Fly in air


rid a bicycle

- The mother bird .... to reach food for its babies.

• Help your child to read and complete the sentences.
• Discuss with your child how birds feeding their babies.
- **Integration of subjects :** Science (know how birds feeding) - English (readirg and writing).
- **Life skills :** Observing - Setting clear goals.

The Bird's Body

Activity Color the following bird and label its body parts.

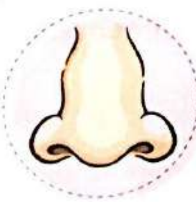


Notes for parents
- Help your child to write the body parts of the bird. [Leg - Eye - Beak - Claw - Wing].
- **Integration of subjects :** Science (know the body parts of birds) - English (writing) - Art (coloring)
- **Life skills :** Observing - Verbal communication.

I Can Eat

Activity Choose the right answer then write it in the sentence.

1. I use my .... to hold food.


hand nose ear

2. I use my.................. to see food.





eye tongue arm

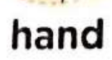
3. I use my.................. to chew food.

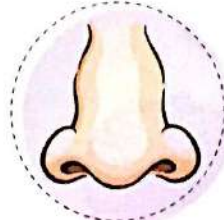




ear teeth eye

4. I use my.................. to taste food.



hand tongue nose



- Discuss with your child how he/she uses his/her body parts to eat food.
- **Integration of subjects :** Science (know some body parts and their function) - English (reading - writing)
- **Life skills :** Self-expression - Verbal communication.



Golden Eagle

Lesson 3

Activity 1 Write the name of the body parts of the golden eagle then match each of them to the right sentence.



It has strong eyesight.



They are strong to catch and carry its prey.



It is strong to eat its prey.



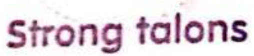
They are large to help it fly fast through the air.

Notes for parents

- Help your child to write the names of body parts of the golden eagle then connect each picture to the right sentence.
- **Integration of subjects** : Science (know body parts of golden eagle) - English (writing and reading)
- **Life skills** : Verbal communication - Collecting data - Good listening.

Activity 2 Answer the following questions.

Which of the following body parts are for the golden eagle ?



Strong talons


Fin


Strong beak


Long neck

- The golden eagle has .... and ....

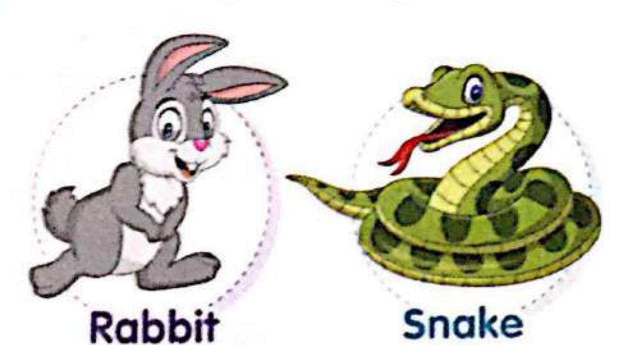
(Complete using the words below the pictures you have chosen)

- I think this is because it eats .... [Choose].

ⓐ meat. ⓑ plants. ⓒ insects. ⓓ grass.


What are the animals that the golden eagle eat ?

I think the golden eagle eats .... (Circle the right answer)


Rabbit Snake



Apple


Butterfly

- Help your child to read and answer the questions.
- Discuss with your child how to express his/her opinion.
- **Integration of subjects :** Science (know body parts of eagle) - English (reading and writing) - Social studies (express about the opinion).
- **Life skills :** Recognizing relationships - Verbal communication.

What Can I Eat ?

Activity Match each food to the animal according to its body parts










Notes for parents
- Discuss with your child how body parts of animals help them to eat.
- Discuss with your child other examples of animals and their food.

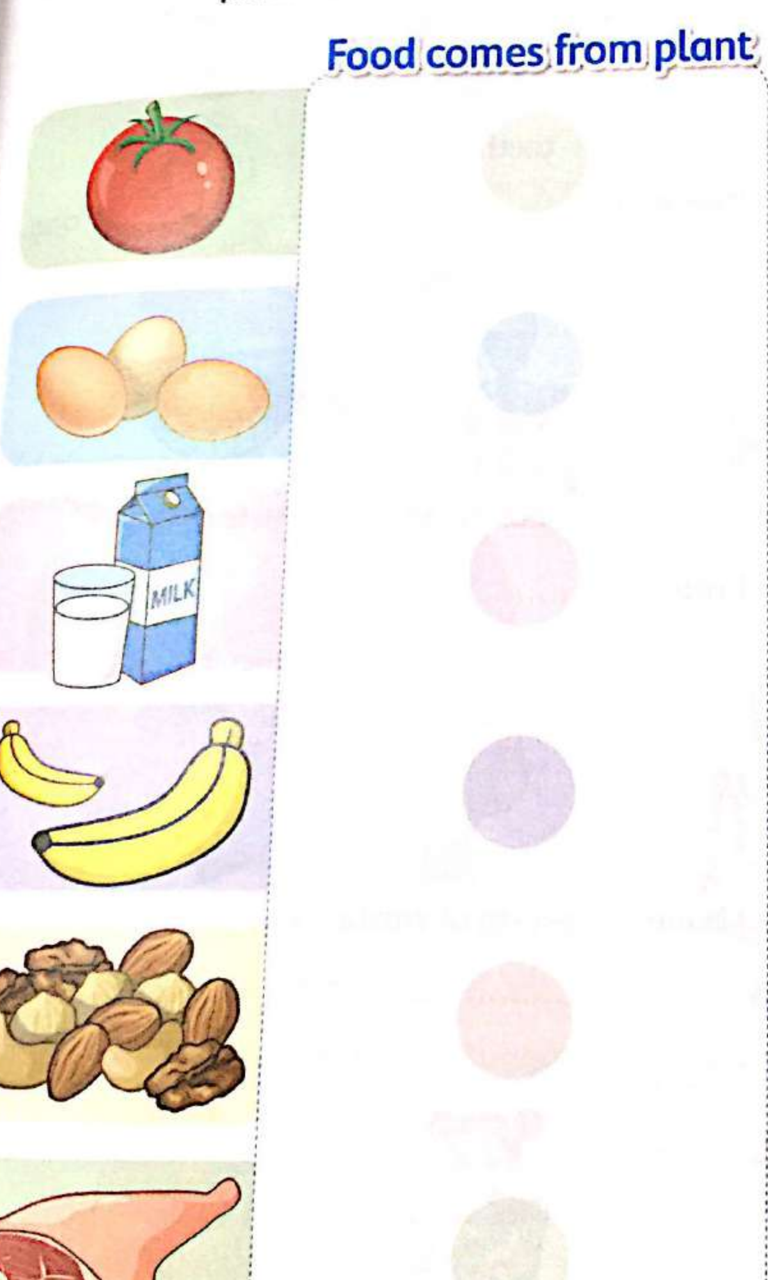
- **Integration of subjects :** Science [know how body parts of animals help them to eat] - English (reading).
- **Life skills :** Define relationships between different objects - Setting clear goals.

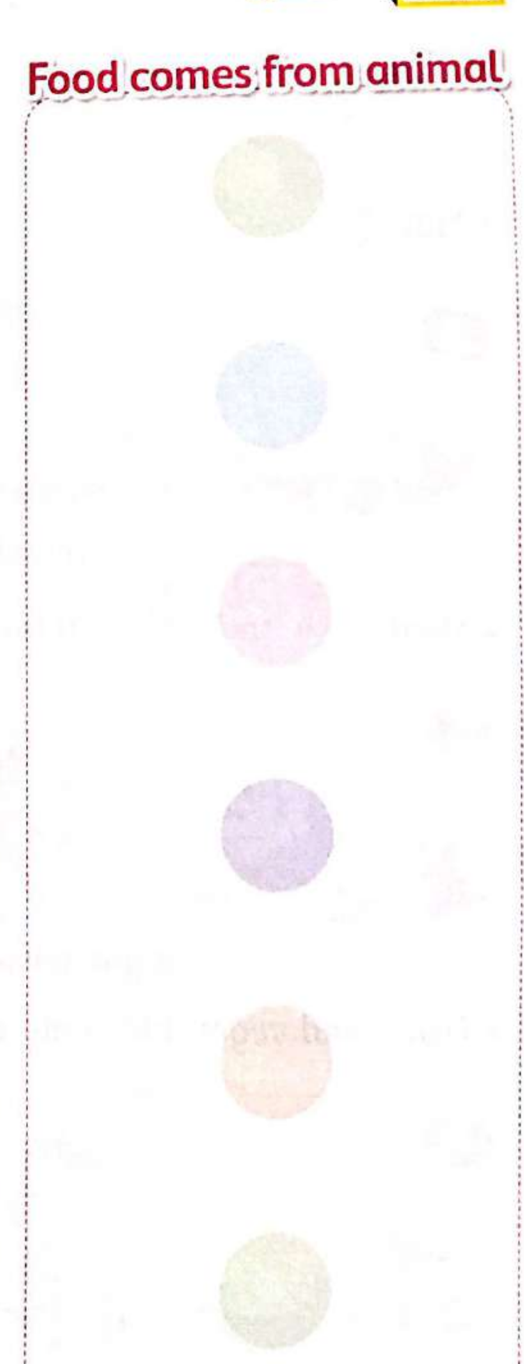


Food Groups



Activity Put ✓ on the source of food that comes from plant or animal source.





- Discuss with your child the plant food sources and the animal food sources.
- Discuss with your child other different food and its sources as either plant or animal.

- **Integration of subjects :** Science [know food groups] - English (writing - reading) - Economics and applied sciences (food categories).
- **Life skills :** Define relationships between different objects - Collecting data.

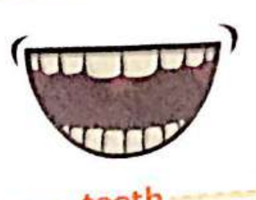
How Healthy Food Help Us

Activity Choose one or more benefit of each food group then complete using the words below the pictures you have chosen.

1









bones - teeth - eye

- Milk, yogurt and cheese help make our .... and .... strong.

2









muscle - bones - teeth

- Meat , fish and egg help build our ....

3









get strong bone - get rid of waste - stay healthy

- Fruits and vegetables help us .... and ....

4









playing - learning - get rid of waste

- Bread , cereals and rice give us energy for................ and ....

Notes for parents

- Discuss with your child the benefits of each food group.
- Help your child read the sentences and complete them.
- **Integration of subjects** : Science (benefits of food) - English (writing - reading) - Economics and applied sciences (food categories).
- **Life skills** : Verbal communication - Exchanging information - Good listening.



Making Choices

Activity Put ✓ on the right choice, then complete the sentences below using the following words. (you can use the same word more than one time).

(family - school - community - health)



My choice affects my..................



My choice affects my ....



My choice affects my..................



My choice affects my ....



My choice affects my..................



My choice affects my..................

- Discuss with your child how his/her choice affects his/her school, family, community and his/her health.
- **Integration of subjects :** Social studies (effect of choices) - English (writing - reading).
- **Life skills :** Respect for other opinions – Self-control.



Activity Solve the following problems.

1 If you have free time to practice different activities as follows :

Activity	Its time
Drawing	45 minutes
Music	15 minutes
Cooking	30 minutes
Running	10 minutes

a. How much free time do you need for drawing, cooking and running?

....

b. You have free time for 45 minutes. You decide to cook and run, do you have time left to do anything else ? If so. how much time is left ?

....

....

Notes for parents
- Help your child to solve word problems using mathematical methods.
- **Integration of subjects :** Math (solving mathematical problems) - English (reading - writing).
- **Life skills :** Analyze the parts of the problem - Segment goals into specific steps.

2 **The number of pieces of vegetables and fruits you should eat every day are shown in the following table.**

Food	Number of pieces
Vegetables	5
Fruits	5

If you ate 2 pieces of vegetables and 3 pieces of fruits at breakfast and then you ate 1 piece of vegetables and 2 pieces of fruits at lunch.

How many more pieces of vegetables and fruits you should eat at dinner to reach your goal ?

- Pieces of vegetables = ...
- Pieces of fruits = ...

....

3

If you have 4 tomatoes and 4 bananas, you ate 1 tomato at lunch and 2 bananas servings of fruits at dinner.

How many vegetables servings and fruits servings will remain ?

- Remaining tomatoes = ...
- Remaining bananas = ...

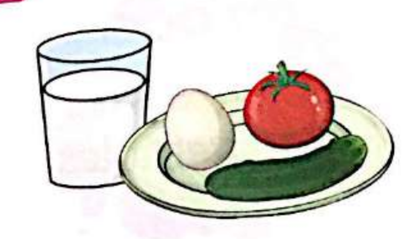
4 **Read the following servings for breakfast, lunch and dinner, then solve the problems below.**

At breakfast

2 Servings of vegetables.

1 Serving of egg.

1 Serving of milk.



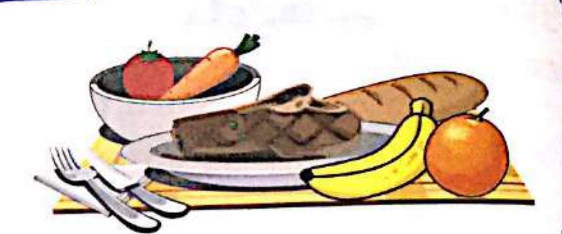
At lunch

1 Serving of meat.

2 Servings of vegetables.

1 Serving of bread.

2 Servings of fruits.

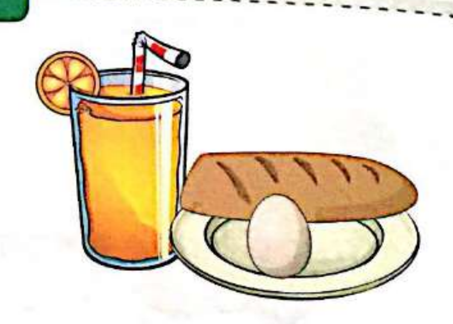


At dinner

1 Serving of orange juice.

1 Serving of bread.

1 Serving of egg.



a. How many servings you eat at breakfast and dinner ?

....

b. How many servings of vegetables you eat in all the day ?

....

Notes for parents

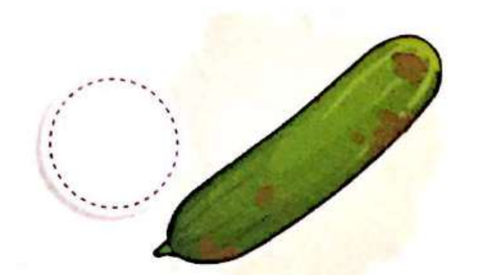
- Help your child to solve word problems using mathematical methods.
- **Integration of subjects :** Math (solving mathematical problems) - English (reading - writing) - Economics and applied sciences (diverse diet contributes to health).
- **Life skills :** Analyze the parts of the problem - Segments goals into specific steps.

Lesson 6

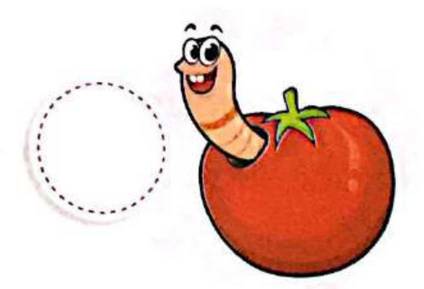
Cleaning Vegetables

Activity Put ✓ or ✗.

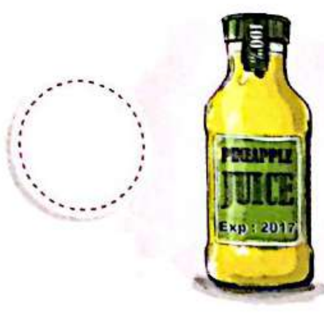
1. Vegetables can be eaten without washing.



2. Vegetables can be eaten with pests.



3. I can drink juice which is expired at 2017.



4. Can use the broom to clean vegetables.



5. I can eat this piece of cheese.



• Discuss with your child how to identify the good food and how to know the expiration dates of food.
• Help your child to know how to clean foods.
- **Integration of subjects :** Science (clean food) - English (reading) - Economics and applied science (cleaning hands and food).
- **Life skills :** Good listening - Provide effective feedback - Self-expression.

Lesson 7

Engineering Design Process

Activity **Read the following paragraph then complete.**

At home, one of a chair legs was broken. You think how to repair it by using some nails and a hammer. you used the hammer to fix the nails in the chair and repair it.

- The problem in the paragraph is..................

The steps to solve this problem are :

1. Idea: ....

....

2. Materials: ....

....

3. Plan: ....

....

4. Build: ....

....

Notes for parents

- Discuss with your child that the "engineering design process" is good way to solve problems and its steps are : You have an idea, you must have some materials, put a plan to solve the problem, then build up you solution.
- Discuss with your child the steps to solve the problem.

- **Integration of subjects** : Social studies (how to solve problems) - English (reading - writing)
- **Life skills** : Setting clear goals - Verbal communication - Analyze the parts of the problem.

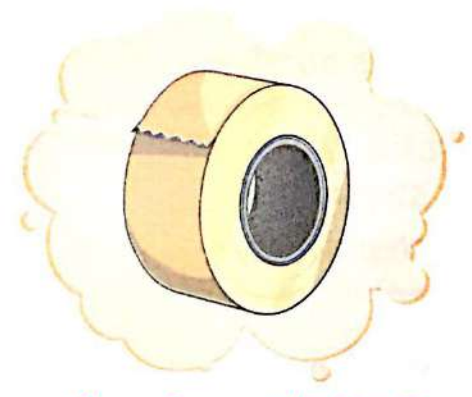
My Improved Plan

Activity **Read the following paragraph then choose correct answer.**

Your young brother cut one paper of your book. You have an idea to solve this problem, so you put a plan to repair your book by using a rope but, you discovered that the rope cannot be used to repair your book.



Choose how you can improve your plan to repair the book.



By using paste tape



By using nails

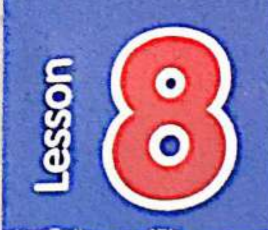


By using thread



By using water

- Discuss with your child the importance of improving your plan in solving problems to avoid some mistakes that may appear.
- **Integration of subjects** : Science (improving plans) - English (reading - writing)
- **Life skills** : Verbal communication - Setting clear goals - Analyze the parts of the problem.



Vegetables From My Garden

Activity Read the following then write the name of each step using the following words and order them correctly.

Idea | Plan | Build | Improve | materials

Your brother water the plants in the garden. You notice that he irrigates the plants with a large amount of water without conservation. You think to reduce the water consumption as follows:

Now you will build your plan, bring the bottle and fill it with water and starts to water the plants.
step name : ....
step number : ....

Your plan is that filling the bottle to water the plants.
step name : ....
step number : ....

You will use an empty bottle of water.
step name : ....
step number : ....

The bottle pours a large amount of water on the plants, so you should improve that by making a small hole in the cover of the bottle.
step name : ....
step number : ....

You have an idea to reduce the amount of water which is used in garden.
step name : ....Idea................
step number : ....1................

Notes for parents
- Help your child to know the steps of how solve problems using the "engineering design process" through five steps that are : idea - materials - plan -build - improve.
- **Integration of subjects** : English (reading - writing) - Social studies (solve problems).
- **Life skills** : Verbal communication - Analyze the parts of the problem - Set clear goals.

Lessons 9 & 10



Design a commercial and draw it by using the following information.

The product : Bicycle

It costs : 300

Its features : It helps to move from a place to another easily and save time.

You will get a free gift : small bag.

The phone number to communicate : 012345678





• Help your child to design a commercial and draw it in a interesting way using the given information in his/her commercial.


Chapter
3
When I Grow Up



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify and sort various jobs.
- Complete a personal interest survey.
- Identify tasks involved in various jobs.
- Discover math, reading, writing, science and social studies in job scenarios.
- Write to explain a job in the local community.
- Describe tools used in a variety of jobs.
- Define income and its importance to the family.
- Identify ways a family can earn income.
- Solve addition and subtraction story problems related to income.
- Predict conversations in different job-related scenarios.
- Ask and answer questions about a specific job.
- Create a poster to share information about a desired job.



Key vocabulary

- Categorize
- Tools
- Advertise
- Survey
- Electrical worker
- Tasks
- Industrial
- Income
- Agricultural
- Topics
- Commercial
- Salary
- Interest
- Civil Engineer
- Tourism
- Resource
- Profession
- Accountant



Categorizing Jobs

Activity Put each of the following profession categories below the suitable picture of the jobs.

(Agricultural - Industrial - Commercial - Tourism - Other)



....



....



....



....



....



....



....



....

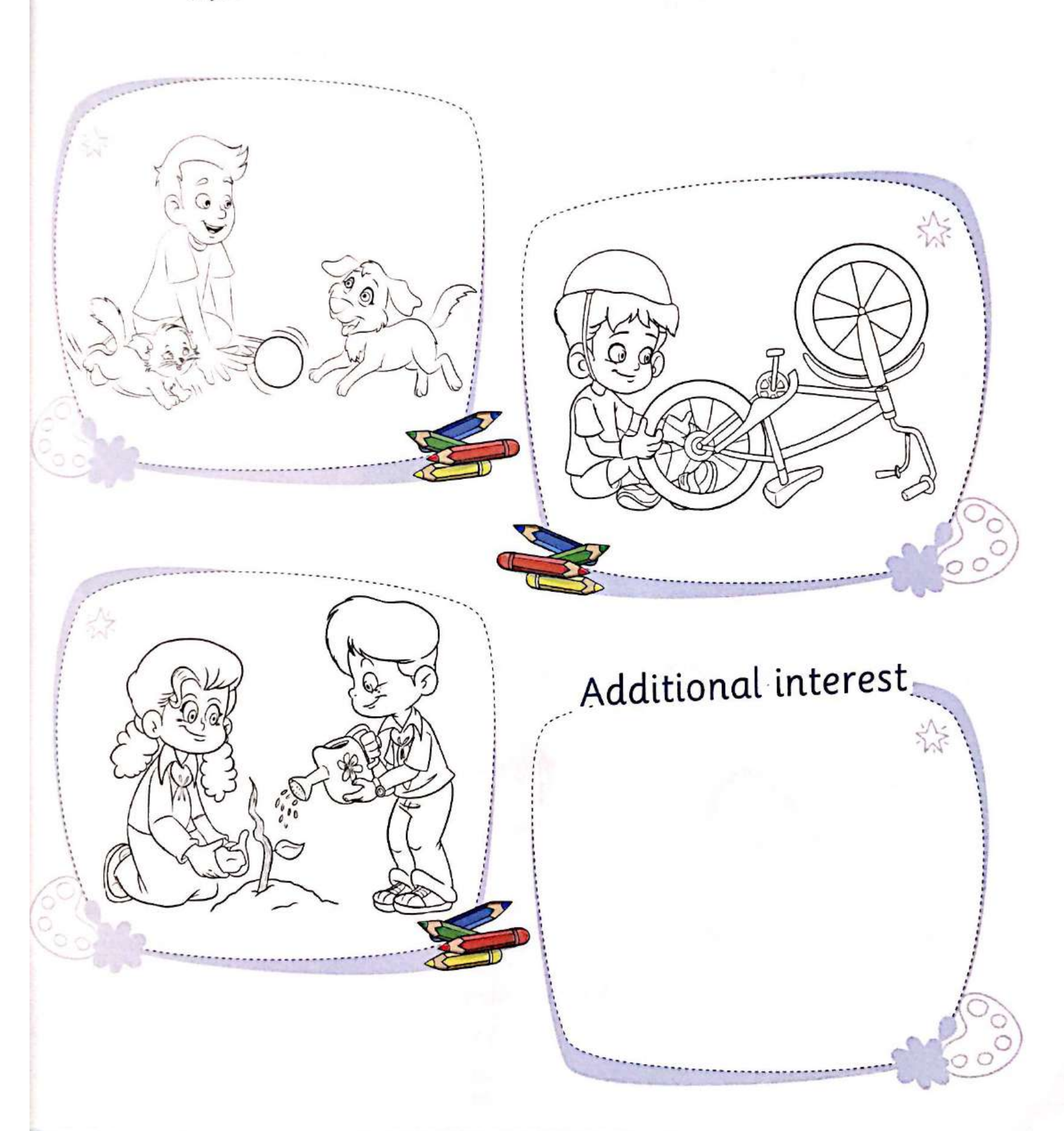
Notes for parents

- Notice that some categories may be repeated more than once.
- With your child, discuss more jobs and their categories.

- **Integration of subjects** : Social studies (categorizing jobs) - English (writing some words).
- **Life skills** : Define relationships between different objects - Verbal communication.

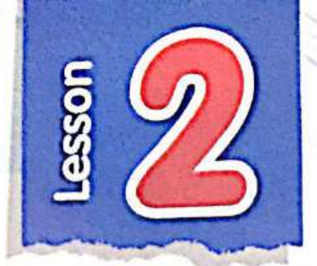
My Interests

Activity Color the pictures that represent some of your interests then draw a picture of additional interest in the blank space.



• Help your child to express his/her interests using art.

- **Integration of subjects** : Vocational fields (interests) - Art (coloring and drawing) - Social studies (economic activity).
- **Life skills** : Self-expression – Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



Personal Interest Survey

Activity Put ✓ at the picture that represents an activity you prefer, then count how many ✓ marks are in each category and write this number.





Taking care of pets



Taking care of gardens



Watching wildlife

Industrial jobs



Fixing things



Sewing or knitting



Building things

Notes for parents

- Explain to your child that STEM jobs can include engineers, scientists, biologists and computer programmers.
- Notice that this survey could help your child to know his/her future profession category, for example if he/she has the most (✓) marks in tourism jobs, then he/she prefers the tourism category.

- **Integration of subjects :** Vocational fields (jobs) - English (reading) - Math (writing numbers).
- **Life skills :** Define relationships between different objects - Self-expression.

Commercial jobs



Selling things


Giving people advice on what to buy


Using a cash register

Tourism jobs


Planning events


Cooking, baking and serving meals


Helping tourists

STEM jobs

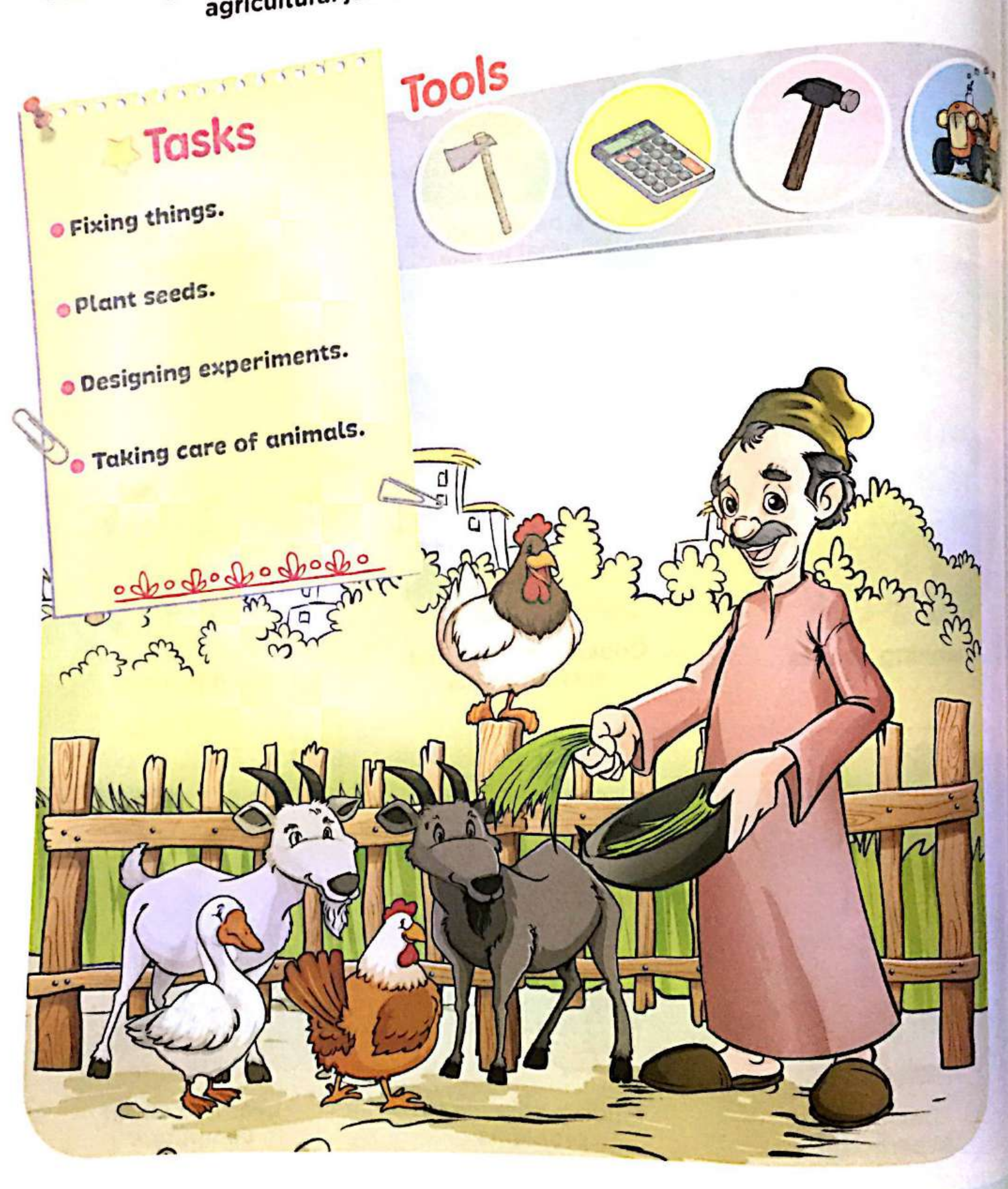

Designing experiments


Finding solution to problems


Learning about computers

Agricultural

Activity Circle the suitable tasks and tools for the worker (represents agricultural jobs) in the picture.



Notes for parents

- With your child, discuss other tasks and tools related to agriculture category.
- **Integration of subjects** : Vocational fields (describe the functions of tools) - Social studies (economic activities) - English (reading).
- **Life skills** : Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

Industrial

Activity Circle the suitable tasks and tools for the worker (represents industrial jobs) in the picture.



- With your child, discuss other tasks and tools related to industrial category.
- **Integration of subjects** : Vocational fields (describe the functions of tools) - Social studies (economic activities) - English (reading).
- **Life skills** : Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



Commerical

Activity Circle the suitable tasks and tools for the worker (Commerical jobs) in the picture.

Tasks

- Help people to save their money.
- Planning a trip.
- serving meals.
- Giving people advice on what to buy.

Tools

50

100

Notes for parents

- With your child, discuss other tasks and tools related to commercial category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) - Social studies (economic activities) - English (reading).
- **Life skills :** Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

Tourism

Activity Circle the suitable tasks and tools for the worker (represents tourism jobs) in the picture.



- With your child, discuss other tasks and tools related to tourism category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) - Social studies (economic activities) - English (reading).
- **Life skills :** Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



STEM



Activity Circle the suitable tasks and tools for the worker (represents STEM jobs) in the picture.

Tasks

- Knitting.
- Cooking and baking.
- Developing programs on computer.
- Helping people to save their money.

Tools

Notes for parents

• With your child, discuss other tasks and tools related to STEM category.

- **Integration of subjects** : Vocational fields (describe the functions of tools) - Social studies (economic activities) - English (reading).
- **Life skills** : Define relationships between different objects - Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



I Work In ......

Activity **Circle one topic or more that each of the following workers may need in their jobs.**



I am a doctor and I work in a hospital.

• Art • Science • Math



I am a banker and I work in a bank.

• Social studies
• Writing • Math



I am a computer programmer and I work in a computer company.

• Social studies
• Technology • Writing



I am a salesperson and I work in a clothes shop.

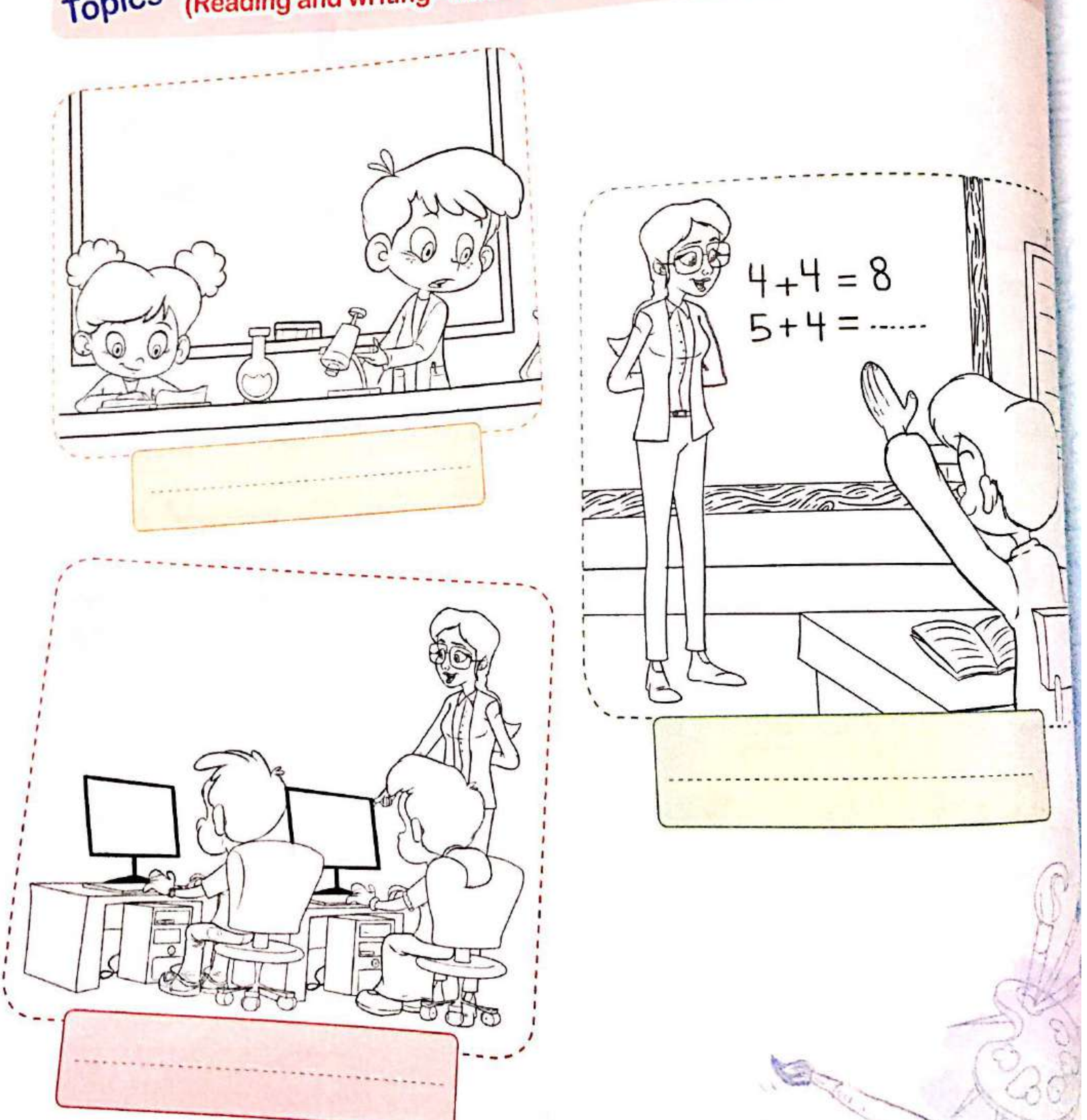
• Science • Reading • Math

• With your child, discuss the importance of learning in schools and how it could effect when we grow up and begin to work.
- **Integration of subjects** : English (reading) - Vocational fields (school can help in professions).
- **Life skills** : Verbal communication - Respect for other opinions.

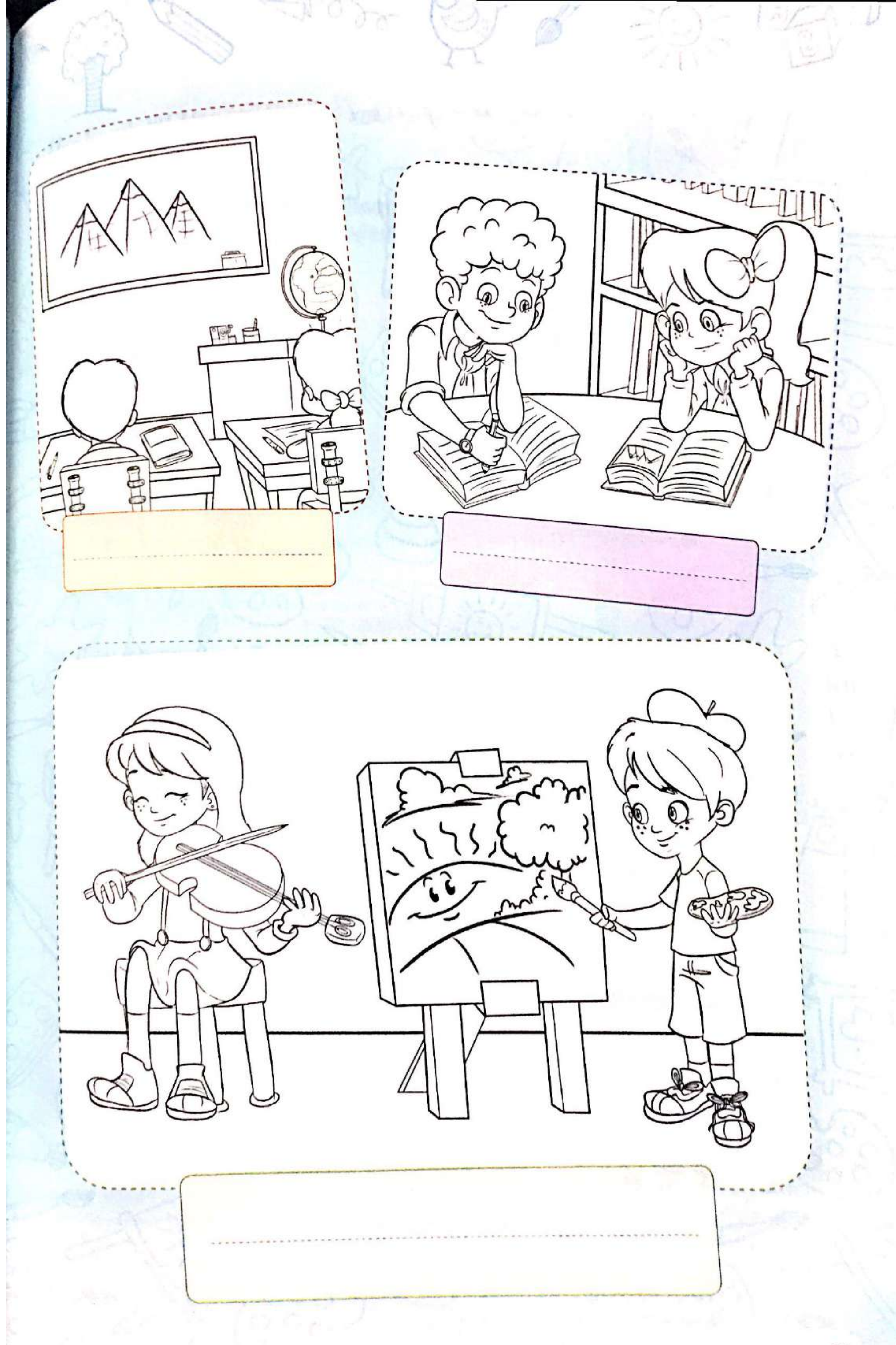
My Favorite Topic

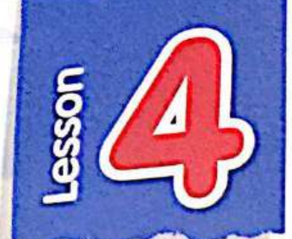
Activity Write each of the following subjects below the suitable picture, then color the picture that represents your favorite subjects (you could color more than one picture).

Topics (Reading and writing - Math - Social studies - Science - Technology - Art)



Notes for parents
- With your child, discuss the reasons of choosing his/her favorite subject(s).
- **Integration of subjects :** English (writing) - Art (coloring).
- **Life skills :** Self-expression - Respect for other opinions.

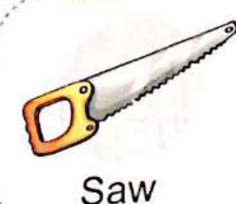




Job Research

Activity Complete the following information about each worker as shown in the solved example (choose only one of the tools for each worker).

Tools


Saw


Cash register


Map


Poleaxe



Job : *Farmer.*
Category : *Agricultural.*
Tool : *Poleaxe.*
Interesting fact : *Farmer wake up early to water their plants.*



Job : ....
Category : ....
Tool : ....
Interesting fact : ....



Job : ....
Category : ....
Tool : ....
Interesting fact : ....



Job : ....
Category : ....
Tool : ....
Interesting fact : ....

Notes for parents

- Help your child to know more information about different jobs by using different ways of knowledge like books, computer, ... etc.
- **Integration of subjects** : Vocational fields (jobs) - English (writing) - Social studies (economic activities).
- **Life skills** : Verbal communication - Respect for diversity.





Income

Activity **Read the paragraph then write the problem and the solutions by using the graphic organizer as shown in the solved example.**

Maged and Sara want to buy a present for their little brother Shady. But, Maged and Sara don't have enough money for the present. Maged suggested to prepare orange juice and sell it to their neighbors. Sara likes knitting, so she decided to make clothes and sell them to clothes shop. Maged and Sara asked for their parents help, so their parents gave them some money.



Problem
....
....
....
....
....

Solution
Selling orange juice to neighbors.

Solution
....
....

Solution
....
....

Suggest another solution
....
....
....
....
....

- Help your child to be creative and think in different solutions for different problems.
- Let your child think about another solution to solve the previous problem.

- **Integration of subjects :** English (reading and writing) - Economics (earning money).
- **Life skills :** Respect for diversity - Self-expression.

Lesson 6 Making Choices With Our Income

Activity Read the following information about Laila's family members then solve the following story problems.

Laila's father	Laila's mother	Laila's uncle	Laila's aunt
I earn 643 L.E. a week	I earn 325 L.E. a week	I earn 562 L.E. a week	I earn 487 L.E. a week

- Laila needs some tools for her study, they cost 200 L.E. Her mother gave her 89 L.E. How much money does she need from her father to buy these tools ?

....

- Laila's aunt pays for her breakfast 10 L.E. every day. How much money does she pay for her breakfast every week ?

....

- Who earns the least money ?

....

- Order the income of the family members from the least to the greatest.

.... ➡ .... ➡ .... ➡ ....

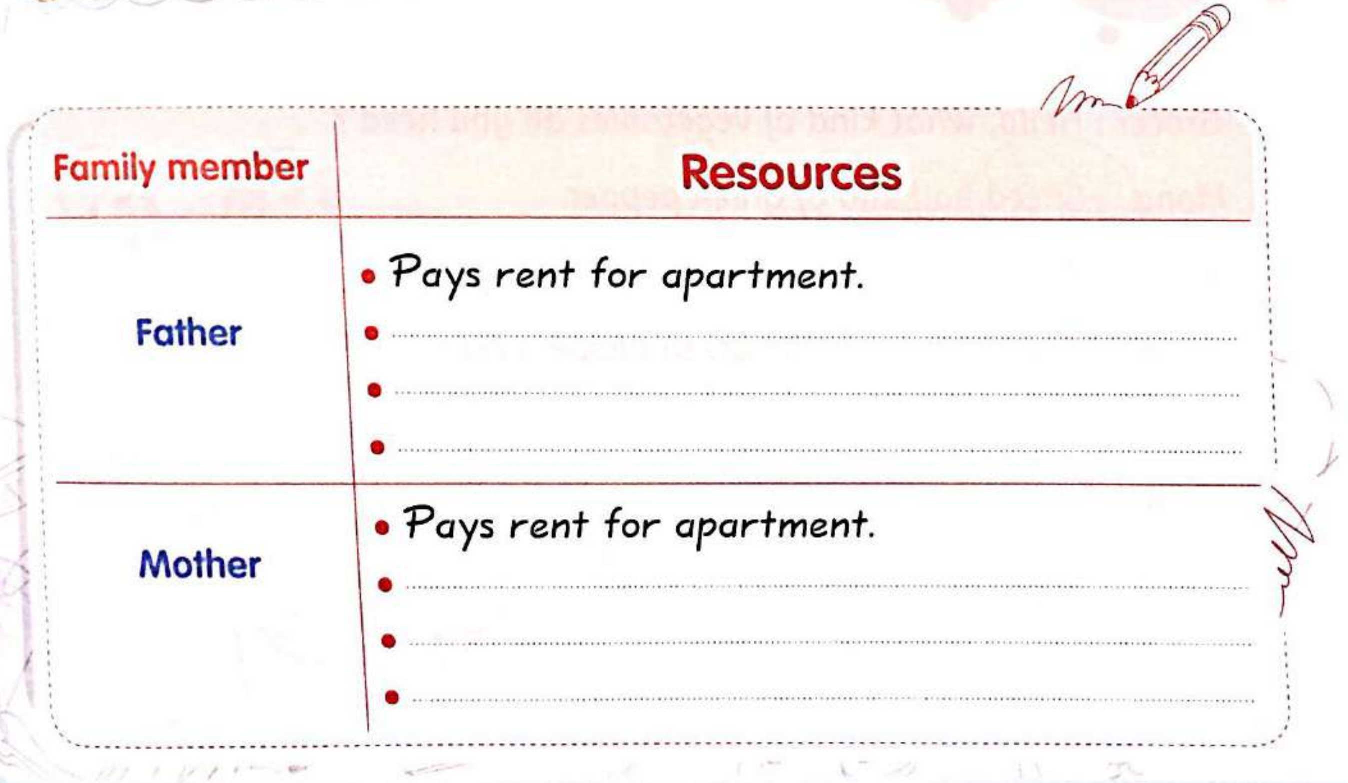
Notes for parents

- With your child, discuss different resources that income provides in his/her family.
- **Integration of subjects :** Math (addation and subtraction) - Economics (earning money) - English (rea
- **Life skills :** Verbal communication - Effective management and organization of tasks.

Income Web

Activity **Read the following paragraph then complete the table below by writing the suitable resource in its suitable place as shown in the solved example.**

Tamer is an eight years old kid. His father earns 634 L.E. a week and his mother earns 452 L.E. a week. His father and his mother pay rent for their apartment. His mother buys vegetables every day. His father buys fruit for the family. His mother and father pay their transportations every day. His father pays for tools that Tamer needs in his school.



Family member	Resources
Father	• Pays rent for apartment. • .... • .... • ....
Mother	• Pays rent for apartment. • .... • .... • ....

- With your child, discuss the importance of the income and how each member affords some resources by his/her income.
- **Integration of subjects** : English (reading and writing) - Economics and applied sciences (income).
- **Life skills** : Verbal communication - Effective management and organization of tasks.

Lesson 7

Job Role Plays

Activity Color the following pictures that represent the two scenes then role-play the scenes with your family members.

Doctor : Hello Samy, what is your complaint ?

Samy : My eyes hurt me.

Doctor : Do you wash them after school as you arrive your home.

Samy : No, I don't.

Doctor : Let me examine them. Put this eye drop for 3 days.

Samy : I will, thank you.



Grocer : Hello, what kind of vegetables do you need ?

Mona : I need half kilo of green pepper.

Grocer : With pleasure, here is your green pepper.

Mona : How much does the green pepper cost ?

Grocer : It costs 5 L.E.

Mona : Here it is, thank you.



Notes for parents

- Help your child to imagine and role-play different scenes for different jobs.
- **Integration of subjects :** Art (coloring and acting) - English (reading).
- **Life skills :** Differentiate between reality and imagination - Verbal communication.

I Might Say ...

Activity **Choose one of each of the following sentences which is suitable for each of the shown jobs then write the sentence below picture.**

- How is your leg today ?
- Today I will cook a very delicious chickens.
- How you want your haircut ?
- We have a new collection of clothes.





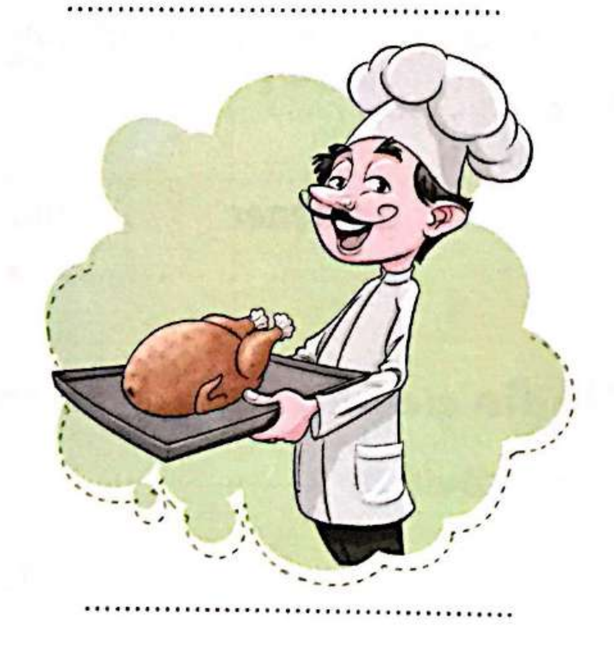
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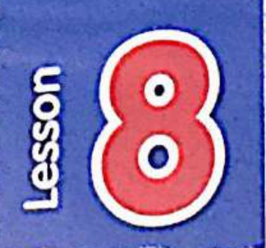
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....

....

....

- Help your child to know different sentences might be said by different workers.
- **Integration of subjects** : English (writing) - Social studies (jobs).
- **Life skills** : Solicit and respect multiple and diverse perspectives to broaden and deepen understanding - Verbal communication.



Choose A Job

Activity Choose one suitable job or more for each of the following persons then write it to complete the sentence.

Ramy loves learning about computers, his future job could be a ....

doctor | farmer | computer programmer

Mona's mother says that Mona makes delicious dishes.
Mona could be a ....

chef | painter | teacher

Shady likes taking care of plants, his future job could be a ....

gardener | musician | farmer

Nadia gives her sister and friends good advices on what to buy.
Nadia could be a ....

lawyer | hairstylist | salesperson

Notes for parents

- With your child, discuss his/her interests and strengths to help him/her choosing a future job.
- With your child, discuss his/her future job that he/she may choose and what he can do through this job.

- **Integration of subjects** : English (reading) - Social studies (jobs).
- **Life skills** : Self-expression - Provide effective feedback.

PROJECT

My Future Job



Job title : ....

Job category : ....

Salary : ....

Tools : ....

Subjects I need to study for job :

- .... • ....
- .... • ....

Place of work : ....

• Encourage your child to choose a job he/she interests at, then write information about that job to help in planning the job poster such as :
Job title - Job category (agricultural, industrial, STEM ... etc.) - Salary - Tools - Subject he/she must study (science, math, social studies, music ... etc.) - Place of work (hospital, garden, gallery ... etc.).



Notes for parents

• Help your child to design job poster by drawing a picture for him/herself wearing the job uniform, holding the job tools and working at the job place, using the information he/she wrote in the previous page about his/her future job.

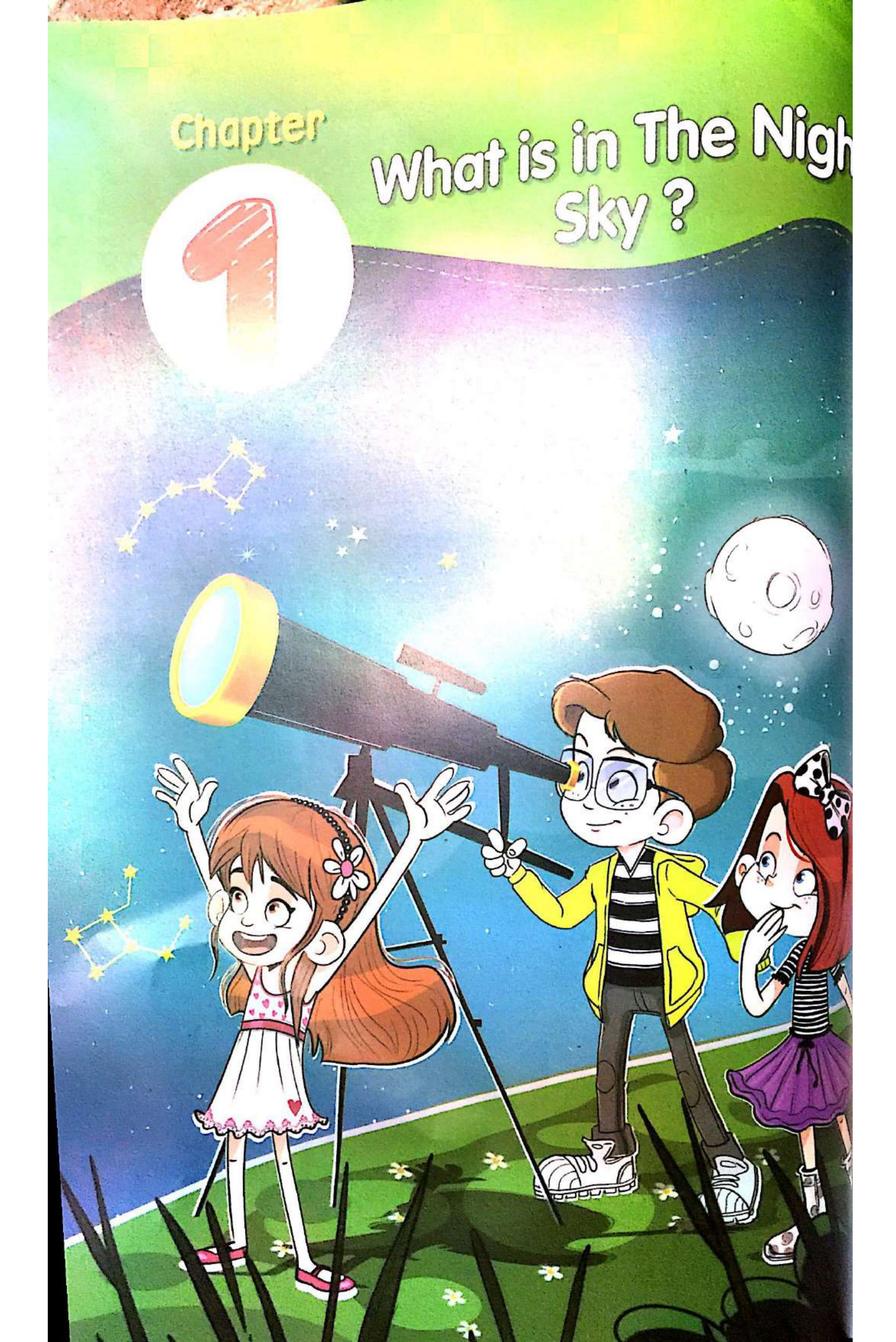
THEME 

World Around Me








Chapter
1
What is in The Nigh
Sky ?

Learning outcomes

By the end of this chapter, your child will be able to :

- Explain basic differences between the day and night skies.
- Discover observed Patterns in the arrangements of the stars (constellations).
- Recognize Orion's Belt in the sky.
- Create lyrics to remember new vocabulary.
- Explain that rise and set times change slightly every day.
- Practice mental subtraction strategies.
- Compare observable properties of the Sun and the stars.
- Demonstrate the objects appear smaller when they are farther away.
- Explain that light source appear dimmer when they are farther away.
- Recognize galaxies as being made up of stars.
- Identify the telescope as a tool for learning about the deep sky.
- Recognize a story with a beginning, middle, and end.
- Produce a work of art on a constellation.



Key vocabulary

- Day sky
- Night sky
- Planetarium
- Constellation
- Human-made
- Natural
- The Big Dog / Canis
- Major
- Sirius
- Shadow
- Observations
- Galaxy
- Telescope
- Illustration

Lesson 1



I Think

Activity Circle the correct pictures of what you see in the sky during day and night, then answer the questions below.

During the day, I can see......


Sun


Stars


Moon

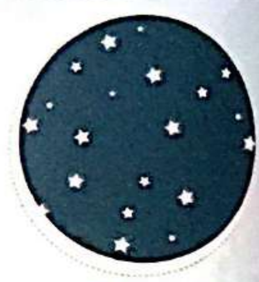

Clouds

During the night, I can see......


Clouds


Moon


Sun


Stars

Complete :

1. During the day, I can see .... and .... in the sky.
2. During the night, I can see .... and .... in the sky.

Choose :

1. I use the sense of .... to observe the sky.
   (sight – hearing – tasting)
2. Planetarium is a place to learn about ....
   (the sky – my body – my school).

Notes for parents

- Ask your child to observe the difference between the sky during night and the sky during day.
- Discuss with your child the meaning of planetarium (It is a place to learn about the sky).

- **Integration of subjects** : Science (observing the sky) - English (writing – reading).
- **Life skills** : Observing – Good listening – Self-expression.



Shapes in the Sky

Activity Connect the stars to form each constellation shown in the pictures.

Orion (hunter)

Canis Major (dog)

Complete :

.... is a group of stars that forms an imaginary outline or pattern in the sky.

- Discuss with your child the meaning of constellation which is : A group of stars that forms an imaginary outline or pattern in the sky.
- Help your child to observe that there are constellations in the night sky like orion constellation.

- **Integration of subjects** : Science (constellations) – Art (matching stars) – English (writing).
- **Life skills** : Differentiate between reality and imagination – Verbal communication.



Observing a Pattern

Activity Observe the following pattern that shows the sunrise in Cairo in November then answer the questions.

November	Time of sunrise
Day 1	6 : 09 A.M.
Day 2	6 : 10 A.M.
Day 3	6 : 11 A.M.
Day 4	6 : 12 A.M.
Day 5	6 : 13 A.M.

The difference in time of sunrise :

- between day (1) and day (2) = ... minutes.
- between day (3) and day (5) = ... minutes.
- between day (1) and day (5) = ... minutes.

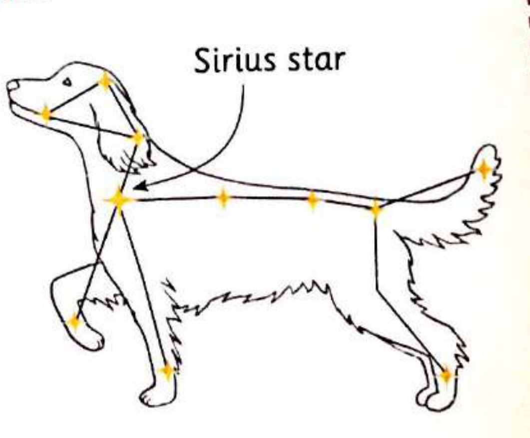
Notes for parents

- Let your child observe the pattern then help him/her to calculate the difference in minutes of the time of sunrise in the previous questions.
- **Integration of subjects :** Math (observing a pattern and calculating) – English (reading).
- **Life skills :** Observing data – Verbal communication.

Sirius : A Special Star

Activity Read the following paragraph, then answer the questions.

This constellation is called the Big Dog and its formal name is Canis Major. Sirius is the brightest star in this constellation. Sirius is a very special star. When ancient Egyptians saw Sirius rising just before the Sun, they knew that the Nile River would soon flood.

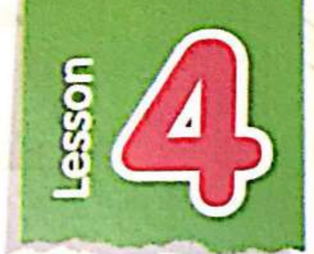


Now we have a festival to mark that season. We call this festival "Wafaa El-Nil"

Complete :

1. The formal name of the Big Dog constellation is ....
2. The brightest star in this constellation is known as .... star.
3. Now, we celebrate a festival called .... to mark the season of the Nile River flood.
4. The ancient Egyptians knew that the .... would soon flood, when they saw Sirius star rising just before the Sun.

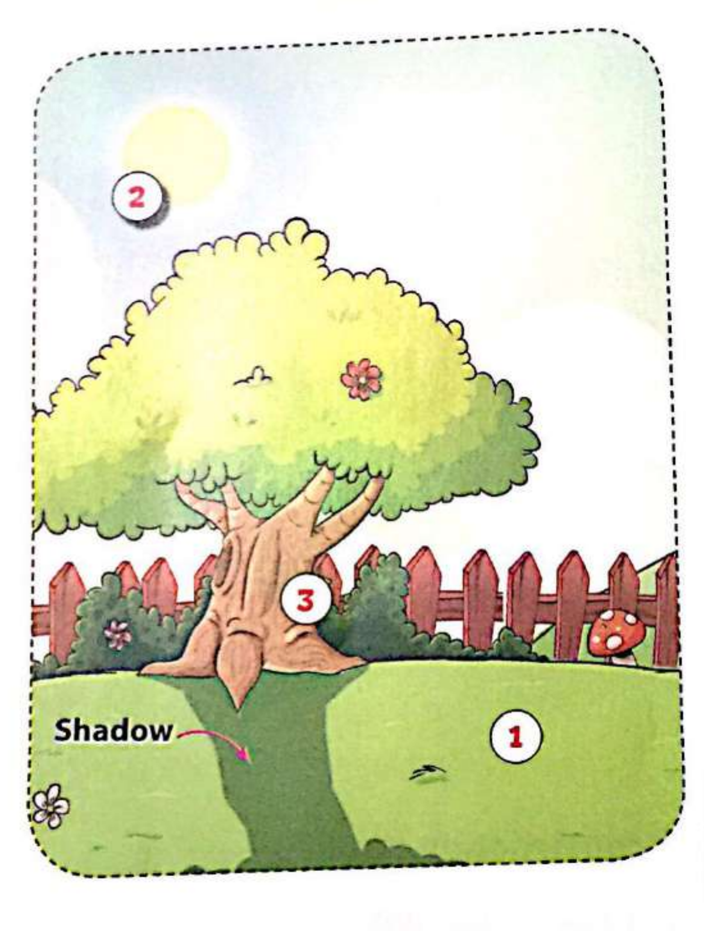
- Help your child to read the paragraph and observe the sirius star (the brightest star) in canis major constellation.
- **Integration of subjects :** Social studies (history) – Science (space) - English (reading - writing).
- **Life skills :** Verbal communication.

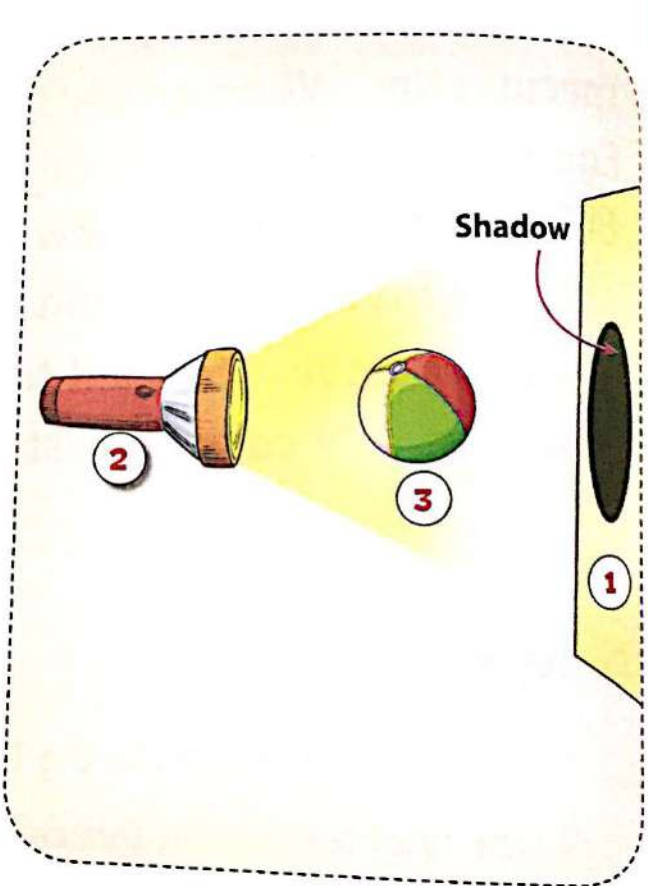


Is Our Sun Like A Star ?

Activity 1 **Look at the pictures then complete the following sentences from the words between the brackets.**

(light source – an object – a surface)





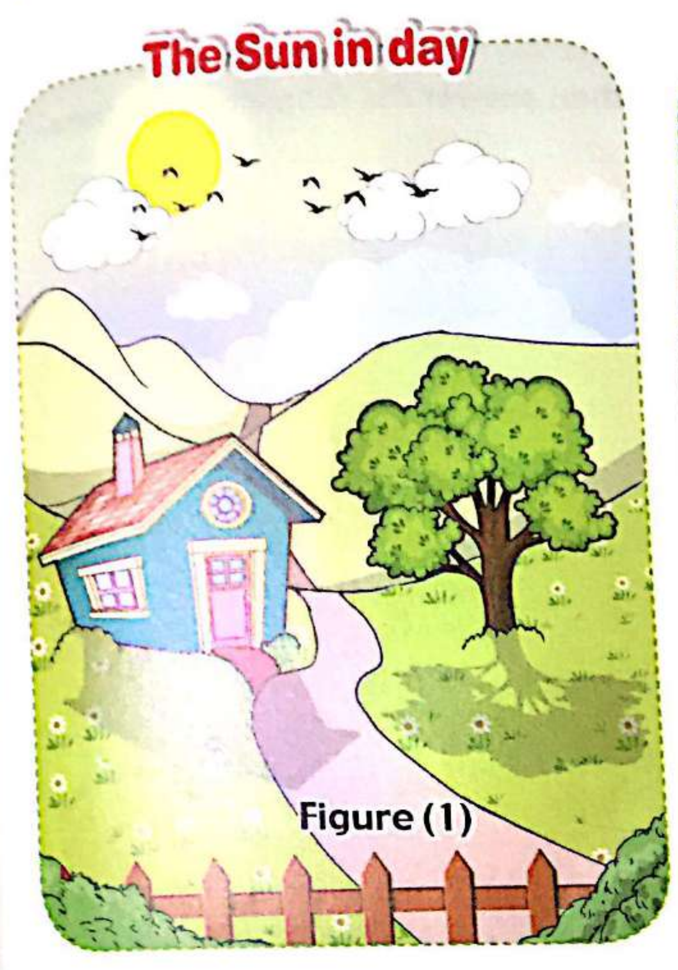
- Number **(1)** refers to ....
- Number **(2)** refers to ....
- Number **(3)** refers to ....

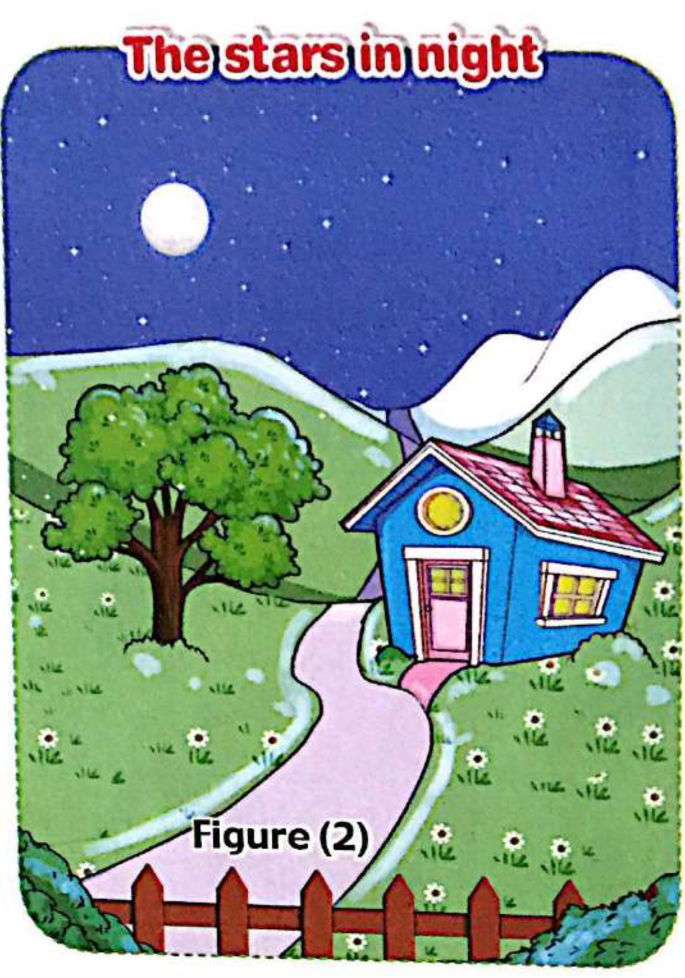
Notes for parents

- Help your child to know that we need three things to make a shadow which are : a light source, an object and a surface on the side opposite the light source, then try to from a shadow practically with your child.

- **Integration of subjects :** science (formation of shadow) – English (writing – reading).
- **Life skills :** Good listening – Observing.

Activity 2 Observe the following pictures, then answer the questions below:





Choose and write your answer :

1. You can observe the shadow in figure (1) due to the presence of ....

(stars – the Sun – Moon)

2. You can read a book in figure (1) due to the presence of the Sun which gives us ....

(light – dark – shadow)

3. You can feel .... in winter when you sit in the sun rays.

(cold – warmth – dark)

4. Stars can't provide us ....

(warmth – light – warmth and light)

- Help your child to differentiate between the Sun and stars.
- Discuss with your child the importance of the Sun as it gives us light and warmth.
- **Integration of subjects :** Science (Sun – stars) – English (reading – writing).
- **Life skills :** Self-expression – Verbal communication – Observing.



How Big is Something Far Away ?

Activity 1 Observe the two figures, then answer the following questions.





Choose and write your answer :

1. The camel in figure (1) appears .... its real size

(smaller than – bigger than – equal to)

2. An object looks small in size, when it is .... us.

(near to – far away from – bigger than)

Notes for parents

- Help your child to observe the figures to know the real size for camel and to know generally that an object looks smaller than its real size when it is far away from us.
- **Integration of subjects :** Science (observe the real size of objects) – English (writing).
- **Life skills :** Differentiate between reality and imagination – Verbal communication.

Activity 2 Observe the pictures then answer the following question.





Choose and write your answer :

1. The Sun appears .... other stars.

(bigger than – smaller than – equal to)

2. The Sun is .... us than other stars.

(far away from – near to – under)

3. Other stars appears smaller than the Sun because they are .... us.

(near to – beside – far away from)

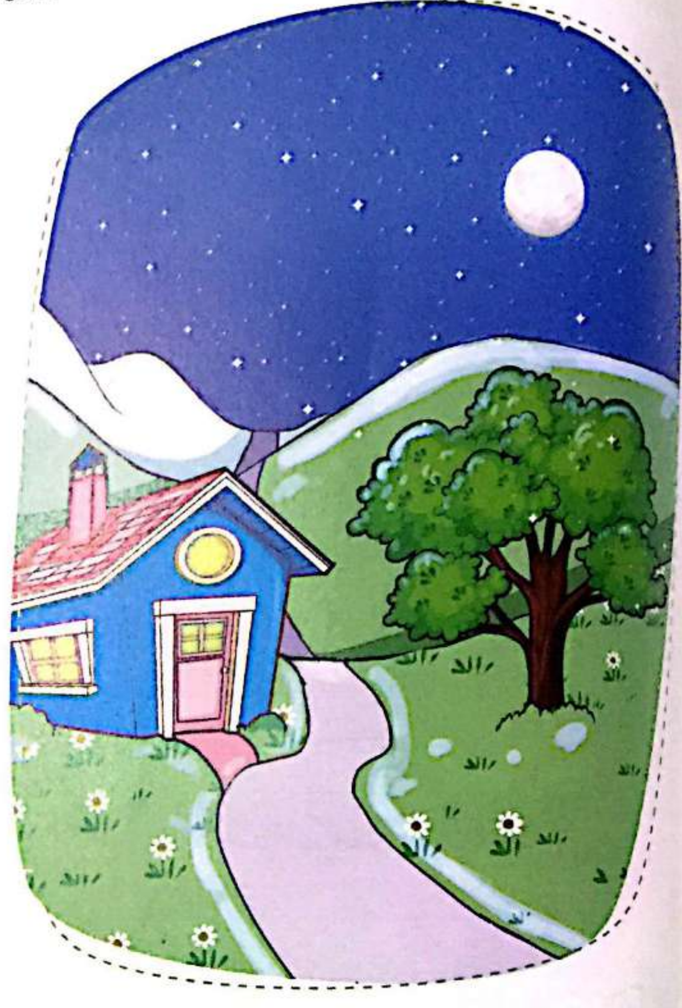
- Discuss with your child that our Sun is nearer to us than other stars, so it appears bigger than other stars.
- **Integration of subjects :** science (sun and stars) – English (reading - writing).
- **Life skills :** Observing – Verbal communication – Differentiate between reality and imagination.



How Bright is Bright ?

Activity Observe the pictures then answer the following questions.





Complete :

1. The .... is brighter than other stars.
2. Stars look dimmer than the sun, because Stars are .... from us.

Put ✓ or ✗

The Sun is brighter than stars , because the Sun is closer to us than other stars. ◯

Notes for parents

- Help your child to know that the Sun is brighter than other stars because the Sun is closer to us than other stars.
- **Integration of subjects :** Science (Sun – stars) – English (writing – reading).
- **Life skills :** Verbal communication – Differentiate between reality and imagination.

Deep Sky and Space

Activity Read the following paragraph then answer the following questions :

The shapes and dots you see in Figure (1) are not stars, they are galaxies where stars exist. Each galaxy contains many, many stars as you see in figure (2).
Our Sun is in a galaxy like this one in figure (2)
This picture of a galaxy was taken with a tool called a telescope. Which helps us see very dim and far away objects in the sky.

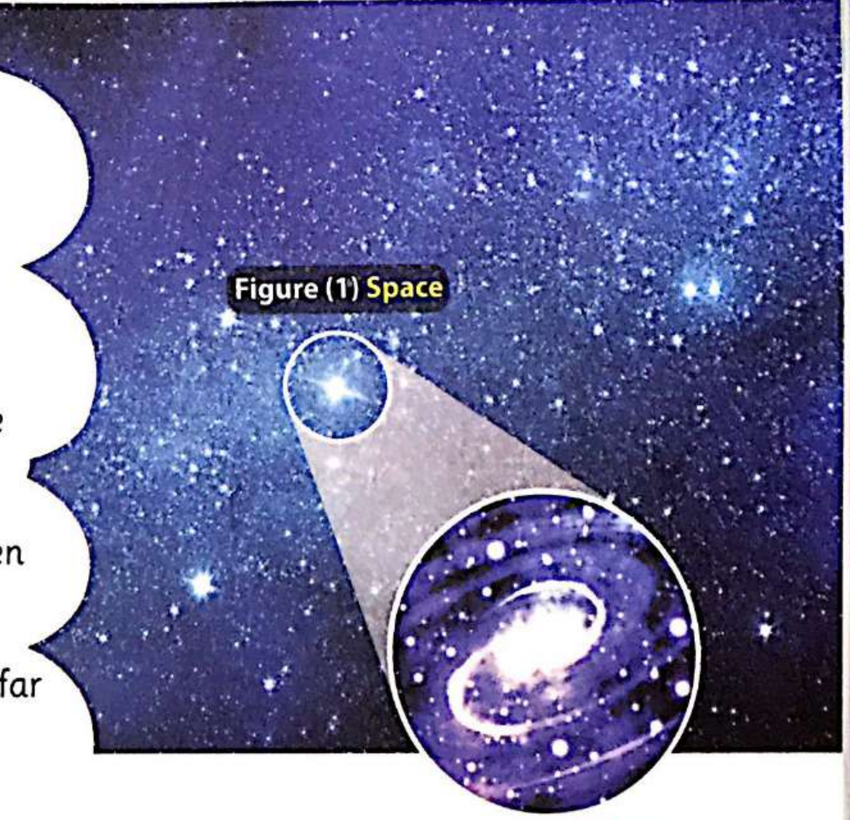


Figure (2) Galaxy

Choose and write your answer :

1. Our Sun is found in .... (Galaxy – Moon – Planet)
2. Space consists of .... (many galaxies – many birds – many tress)
3. Which device you can use to see the galaxis in the space ? ....



Telescope



Binocular



Magnifying lens

- Discuss with your child that the space contains many, many galaxies which contain many, many stars.
- Help your child to know that we use telescope to see the deep sky.

- **Integration of subjects :** Science (telescope – galaxy – space) – English (writing – reading).
- **Life skills :** Observing – Verbal communication – Differentiate between reality and imagination.

Lesson 7

My Story

Activity Arrange this story by reading the situation under each picture and write the number beside each one.



I wore my school clothes and went to my school.



I went to my room to finish my homework, and I have finished it at 7:00 P.M.



I woke up at 7:00 A.M. in the morning. ooh, It is a beautiful sunny day.



Before I went to bed I looked into the sky and noticed the stars and the moon. ooh, what a wonderful sight.

Notes for parents

- Help your child to arrange the story, then help him/her to know that the structure of any story consists of beginning , Middle and end.
- Let your child choose a suitable title for the story.

- **Integration of subject :** English (writing – reading – speaking)
- **Life skills :** Observing – Writing a story – Verbal communication – Self-expression.



After a good day, I go to bed to sleep !



After along day at school, I went back home at 3 P.M. and then ate my lunch.

After you have arranged the story, answer the questions :

Complete the following from the story :

1. **Beginning of the story :** Picture (s) number ....

2. **Middle of the story :** Picture (s) number ....

3. **The End of the story :** Picture (s) number ....

Now you know the beginning , middle and the end of the story , suggest a suitable title for this story

....

Lessons 8 to 10



Stick the stars in the right places to form a constellation

Note
The stickers are at the end of the book

The name of this Constellation is ....

Choose the suitable picture then stick it in the correct place.

Canis Major constellation

Leo constellation

Note
The stickers are at the end of the book

Write three facts you have learned in this chapter about constellations.

1. ....

2. ....

3. ....

• Help your child to collect three facts about constellations from this chapter.


Chapter
2
Helping My Habitat

Learning outcomes

By the end of this chapter, your child will be able to :

- Use observation skills to describe environments.
- Define, illustrate and use new vocabulary in a sentence.
- Infer meaning within a story.
- Explore the school environment.
- Record observations of different habitats, including similarities and differences.
- Describe some living things that live in different habitats.
- Record information learned and the source of the information.
- Describe Egypt using a satellite image.
- Identify ways in which people can influence local environments.
- Use the engineering design process to plan, build, test and improve a product to help the environment.
- Listen and respond to others' ideas.
- Analyze writing to identify persuasion.

Key vocabulary

- Environment
- Infer
- Habitat
- Dove
- Egret
- Goose
- Aswan High Dam
- Steward
- Engineering Design Process (EDP)



The Lake



Activity Color the following picture.

Notes for parents

- Let your child observe the picture and color it.
- Discuss with your child the items that he/she sees in the picture and are present in his/her environment such as (lakes, mountains, trees, ... etc).

- **Integration of subjects :** Social studies (environment) – Art (coloring).
- **Life skills :** Observing – Self-expression.

Our Egyptian Environments

Activity 1 Write each of the following words below the suitable picture.

City | Desert | Beach | Farmland



....



....



....



....

- Help your child to observe the pictures and write the suitable name of each picture.
- Discuss with your child the different types of Egyptian environments giving examples such as (Cairo, Alex., Sinai,.etc).

- **Integration of subjects :** Social studies (different types of environments) – English (reading and writing).
- **Life skills :** Observing - Differentiation between environments.

Activity 2 Put ✓ in front of the things that are present in each environment, then write the name of each environment.



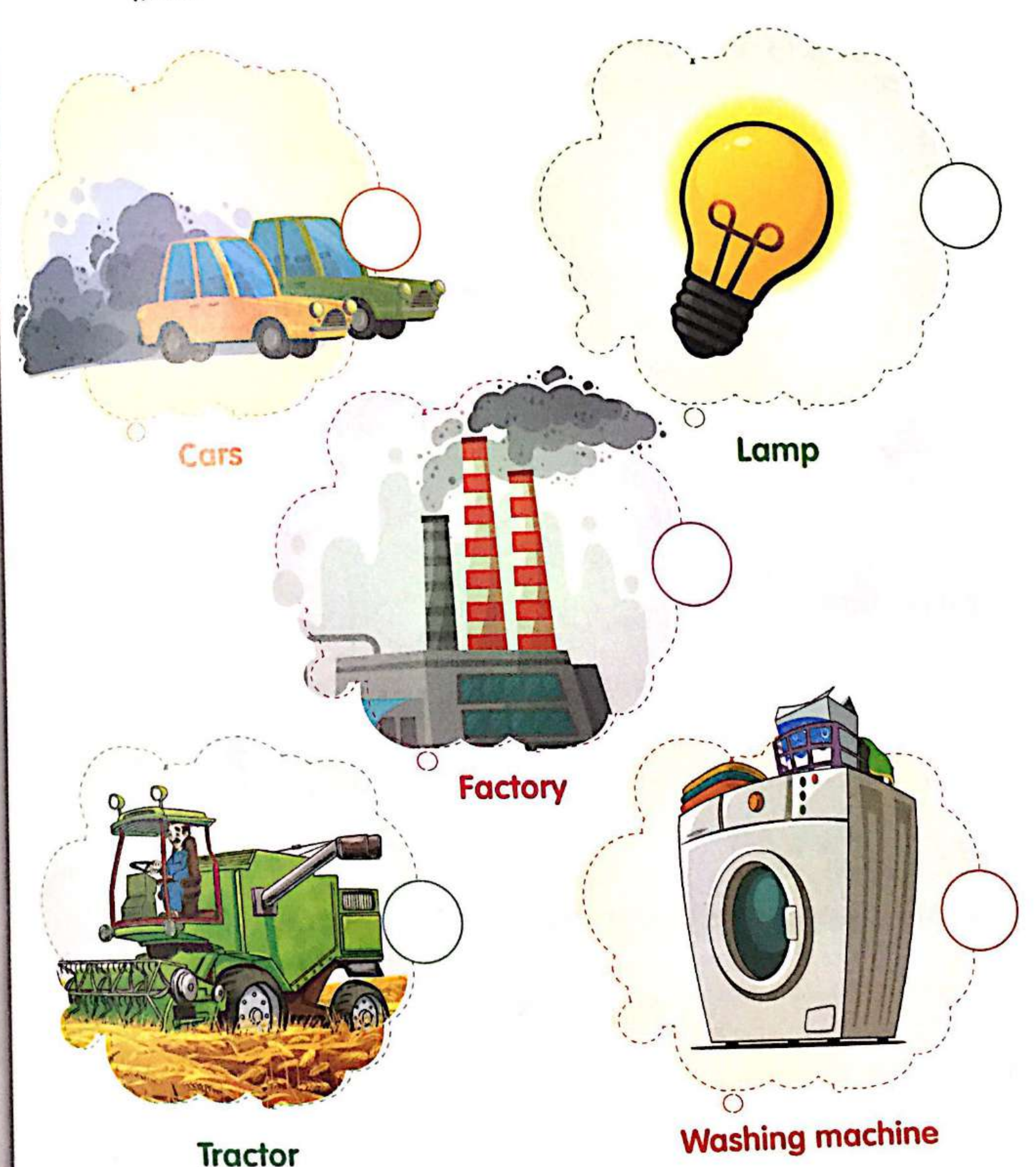
Notes for parents

- Help your child to discover the similarities and differences between different environments.
- Discuss with your child more information about the similarities and differences between environments.

- **Integration of subjects** : Social studies (identify information about different environments) - English (writing).
- **Life skills** : Observing - Organize parts to form a new or unique whole.

Help the Environment

Activity Color the circles beside the objects that are human-made and help the environment in (green) and the circles beside the objects that are human-made and may hurt the environment in (red).



- Help your child to know the objects that are human-made and help the environment and other objects that are human-made and may hurt the environment.
- Discuss with your child what are the hurts of the objects that are present in the pictures.
- **Integration of subjects :** Science (human-made objects) - Social studies (environment).
- **Life skills :** Observing - Define relationships between different objects.

Environment

Activity Arrange the following words to complete the sentence below to show the meaning of environment.

or conditions

the surrounding

a person , animal

in which

or plant lives

Environment is ....

....

Write a sentence using the word "environment" :

....

....



Notes for parents

- Help your child to define the environment (It is the surroundings or conditions in which a person, animal or plant lives).
- Let your child use the word environment in writing a sentence by him/herself.
  - **Integration of subjects** : Social studies (environment) – English (reading and writing).
  - **Life skills** : Verbal communication.



In the Garden

Activity Color the plant and the pot, then answer the question .

Why water is important for the plant ?

Because ....

....

- Help your child to infer the importance of water for the plant, such as : Water is important to grow up the plant **or** any sentence your child says about the relation between water and plant is correct.
- **Integration of subjects :** English (Writing) - Art (coloring) Social studies (using water).
- **Life skills :** Good listening - Verbal communication – Self-expression.

Our Environment

Activity 1 Sort the following objects into three groups (**plants - animals - human-made objects**) by writing each word in the correct place.



Cactus


Carpet


Camels


Palm trees

Snake


Tent


Fox

Desert environment

Plants such as ....

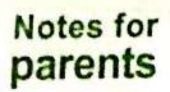
....

Animals such as ....

....

Human-made objects such as ....

....

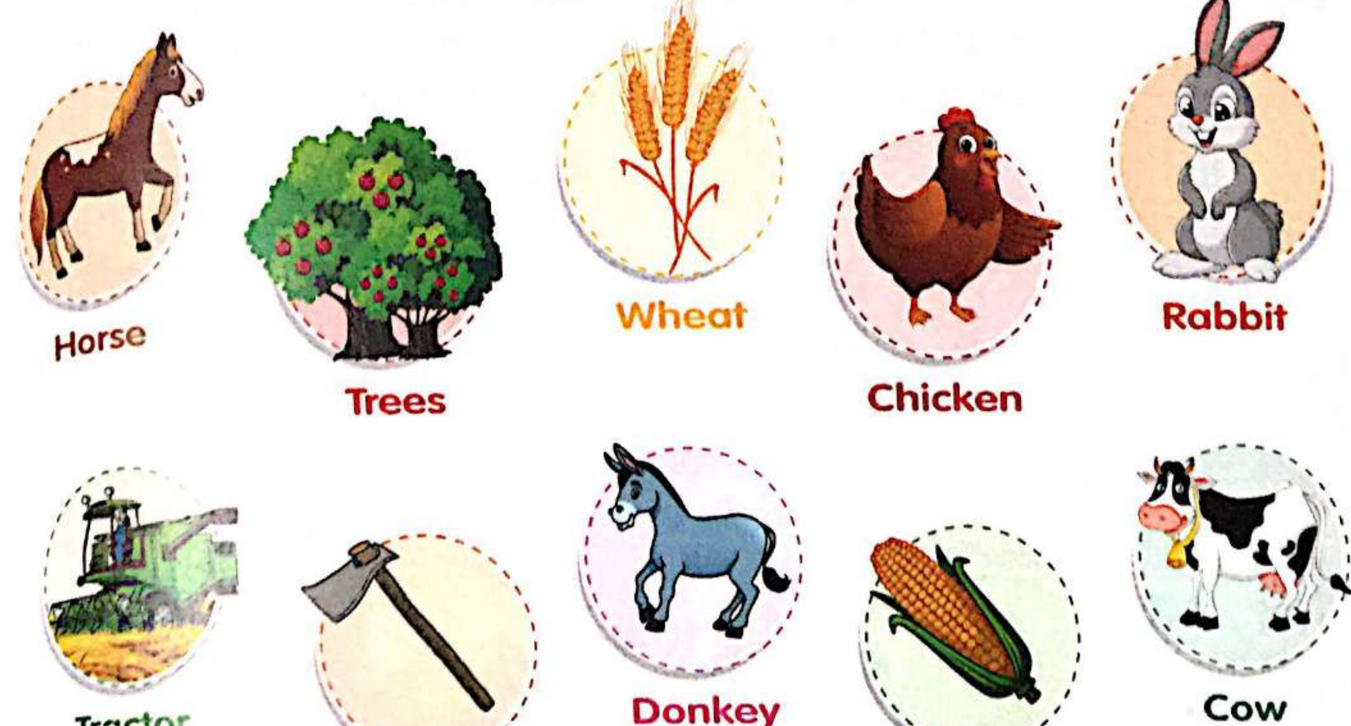

Notes for parents

- Help your child to sort what he/she sees in the desert environment.
- Discuss with your child how to classify different objects like in this activity into : plants, animals or human-made objects.

- **Integration of subjects :** Science (classification) - English (reading and writing) Social studies (environment).
- **Life skills :** Classifying - Good listening – organize parts to form a new or unique whole.

Activity 2

Sort the following objects into three groups (plants - animals - human-made objects) by writing each word in the correct place.



Farmland environment

Plants such as ....

....

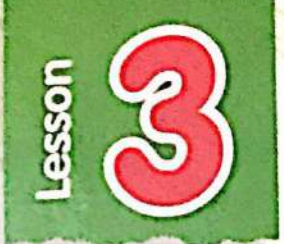
Animals such as ....

....

Human-made objects such as ....

....

- Help your child to classify what he/she sees in the farmland environment into: plants, animals or human-made objects.
- Let your child mention some other examples of what he can see in farmland.
- **Integration of subjects** : Science (classification) - English (reading and writing).
- **Life skills** : Classifying - Good listening – Organize parts to form a new or unique whole.



What is in a Habitat ?

Activity 1
- Look at the following different habitats, then write the name of each habitat under each picture by using the following words.
- Circle the animals that live in each habitat.

(Desert - Farm - Ocean - Forest)

Habitat			
....	Duck	Polar bear	Whale
....	Lion	Camel	Horse
....	Dolphin	Gorilla	Penguin
....	Zebra	Camel	Tiger

Notes for parents
- Discuss with your child the different types of habitats and the animals that live in each of them.
- Let your child mention some other animals that live in the previous habitats.
- **Integration of subjects :** Science (different habitats) - English (reading and writing).
- **Life skills :** Verbal communication - Define relationships between objects.

Activity 2 Color the picture of the city, then answer the questions.



Complete :

1. In the previous habitat, ... and .... are examples of human-made objects.

2. .... is the natural environment of plants and animals.

3. All living things need .... , ..., ... and .... to live.

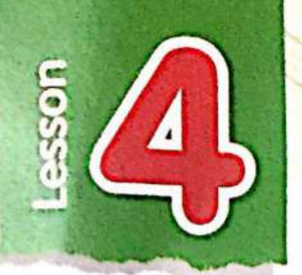
4. Write a sentence using the word "habitat".

....

....

- Help your child to define the habitat. (It is the natural environment of plants and animals).
- Discuss with your child the different types and importance of habitats.
  (Types of habitats : Farm, Forest, Ocean, Desert, ... etc.)
  (Importance of habitat : It provides the organisms that live there with food, air, water and shelter).
- Let your child use the word habitat in writing a sentence by him/herself.

- **Integration of subjects :** Science (different habitats) - English (reading and writing) - Art (coloring).
- **Life skills :** Good listening - Verbal communication – Define relationships between objects.



Birds of Egypt

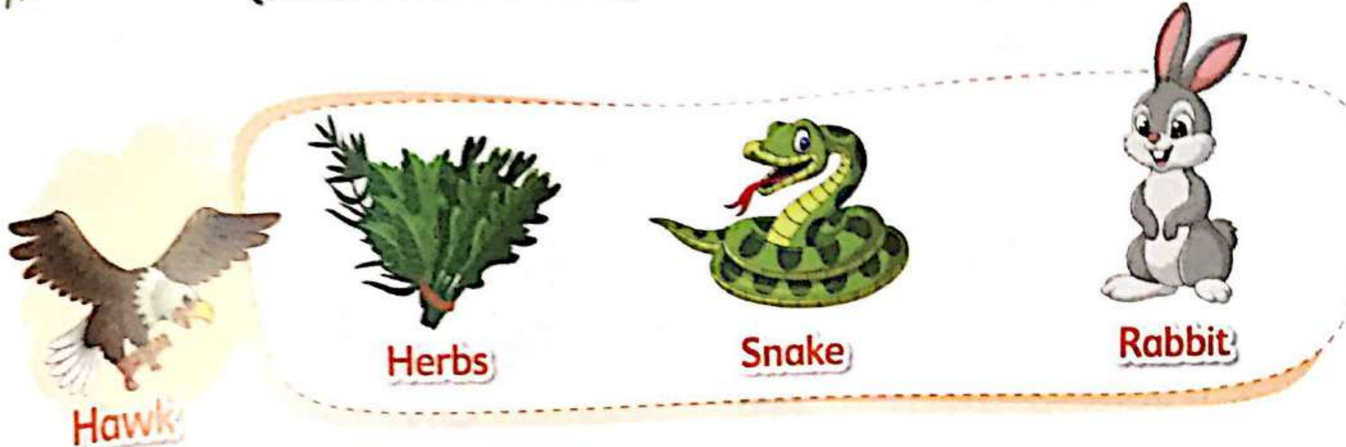
Activity 1 Put ✓ at the habitat that each bird lives in
(Note : the bird may live in more than one habitat)

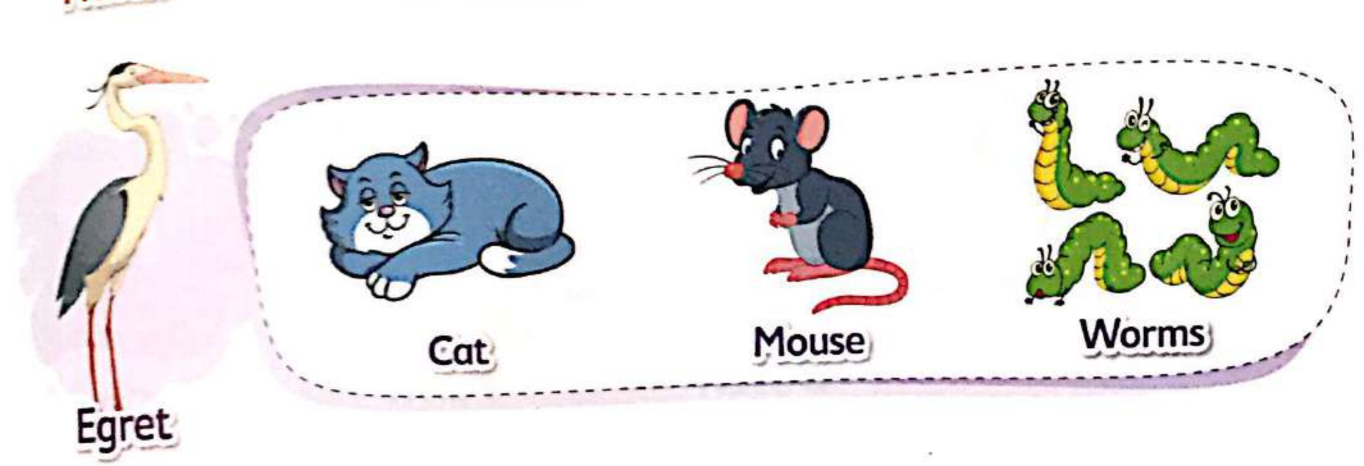
	Desert	City	Mountain	Farmland
Goose				
Hawk				
Egret (The farmer's friend)				
Duck				
Dove				

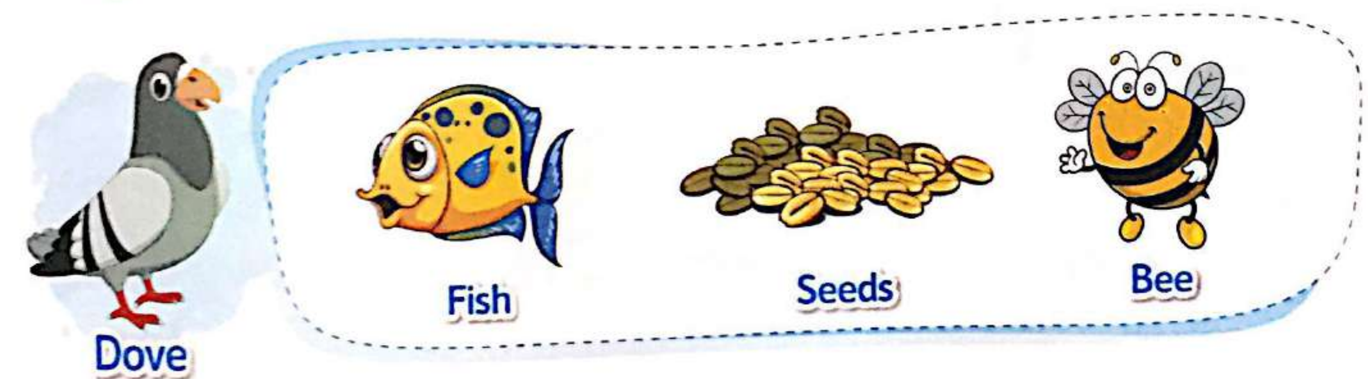
Notes for parents

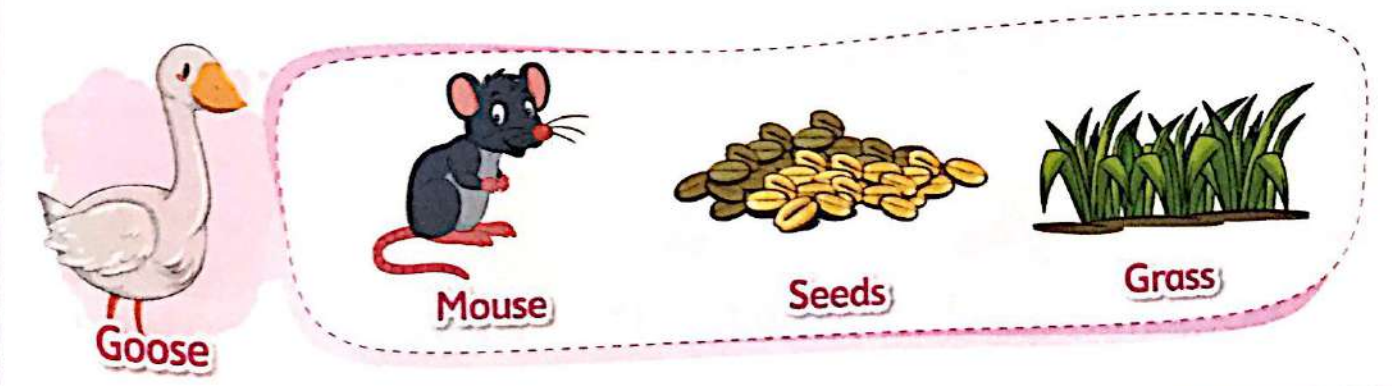
- Discuss with your child some types of birds in Egypt and their habitats. (giving other examples).
- **Integration of subjects** : Science (birds and their habitats) - English (reading).
- **Life skills** : Good listening - Reading - Define relationships between objects.

Activity 2 Choose the suitable food for each bird.
(Note : the bird may eat more than one type of food)









- Discuss with your child some types of birds and the suitable food for each bird.
- Let your child mention other examples of birds and their food.
- **Integration of subjects** : Science (birds and their food) - English (reading).
- **Life skills** : Good listening - Verbal communication - Define relationships between different objects.

Habitats in Egypt

Activity Choose the correct habitat for each animal or plant.
(Note : an animal or plant may live in more than one habitat)



Notes for parents

- Help your child to know habitats of some animals and plants (giving other examples).
- Mention to your child other examples of animals and let him/her mention their habitats.

- **Integration of subjects :** Science (habitats of some animals and plants) - English (reading).
- **Life skills :** Good listening – Segment goals into specific steps.


Mouse
Desert
Farm
Sea
Palm tree
Sea
City
Desert
Dog
City
Farm
Sea
Sheep
City
Sea
Farm



Research Notes

Activity Draw an animal from your local environment inside the frame, then write three sentences about it and its habitat.

- ....
- ....
- ....

Notes for parents

• Help your child to research for some information about an animal from his/her local environment on the internet or books and let him/her write three information about it.

- **Integration of subjects :** Science (animals live in local environments) - English (reading and writing) – Art (drawing).
- **Life skills :** Searching for information - Verbal communication.

Lesson **5**

Human Changes

Activity 1 **Read the following information on Egypt map, then put ✓ or ✗ in front of the questions below.**

* **Nile River** flows from the bottom towards the top.
  People want to control the flow of water in a river to stop flooding. This is done by building the river dams.
* **The dam:** It is a barrier across the water that can be opened and closed, this allows people to control how much water passes through.



Aswan High Dam is a dam on the Nile River.

Lake Nasser was formed when Aswan High Dam was built.

Egypt map

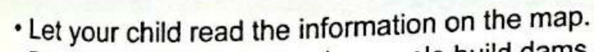
Nile River

Aswan High Dam

Lake Nasser

Put ✓ or ✗

1. Nile River flows from the top towards the bottom. ◯
2. Lake Nasser was formed when Aswan High Dam was built. ◯
3. People want to control the flow of water in a river to stop flooding by building the river dams. ◯



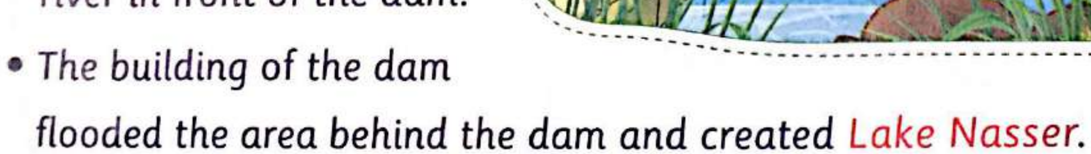
* Let your child read the information on the map.
* Discuss with your child why people build dams on rivers.
* Explain to your child that this map of Egypt is taken by a satellite.
* Help your child to know information about a satellite (It is a camera in space - high above the Earth that can take pictures of stars, galaxies and Earth).

- **Integration of subjects** : Social studies (Egypt map) - English (reading).
- **Life skills** : Verbal communication - Good listening - Collecting data.

Activity 2 Read the following paragraph, then put ✓ or ✗ in front of the questions below.

Importance of dams :

- Controlling flooding.
- Generating electricity.



- Before the dam was built, the river behind the dam looked very much like the river in front of the dam.
- The building of the dam flooded the area behind the dam and created Lake Nasser.
- Before Aswan High Dam, there was no lake Nasser and the Nile River flooded every year.
- Egyptians celebrate every year "Wafaa El-Nile Festival".
- The river no longer floods, because we control the flow of water.

Put ✓ or ✗

1. Dams are used in controlling flooding only.
2. Before the dam was built, the river behind the dam looked very much like the river in front of the dam.
3. Egyptians celebrate every month "Wafaa El-Nile Festival".
4. The building of the dam flooded the area behind the dam and created lake Nasser.

Notes for parents

- Let your child read the paragraph.
- Discuss with your child the importance of dams and the meaning of flooding.
- **Integration of subjects :** Social studies (Aswan High Dam and Lake Nasser) - English (reading).
- **Life skills :** Verbal communication - Good listening.



Being a Good Steward

Activity **Read the following story, then answer the questions below.**

Amr was a helpful child, he thought to clean his street. He said : "I have to meet with my friends Ahmed and Hussein to make a plan to clean the street". He told them : "We must collect some money to buy the needs we want such as brooms and garbage bins". Amr said : "every one of us will clean up a part of the street". At the end, Amr thought about putting plants in front of each house to decorate the street.

Complete :

The person who takes care his/her environment is called

....

Choose :

.... is the steward in the previous story.

[Ahmed - Hussein - Amr]

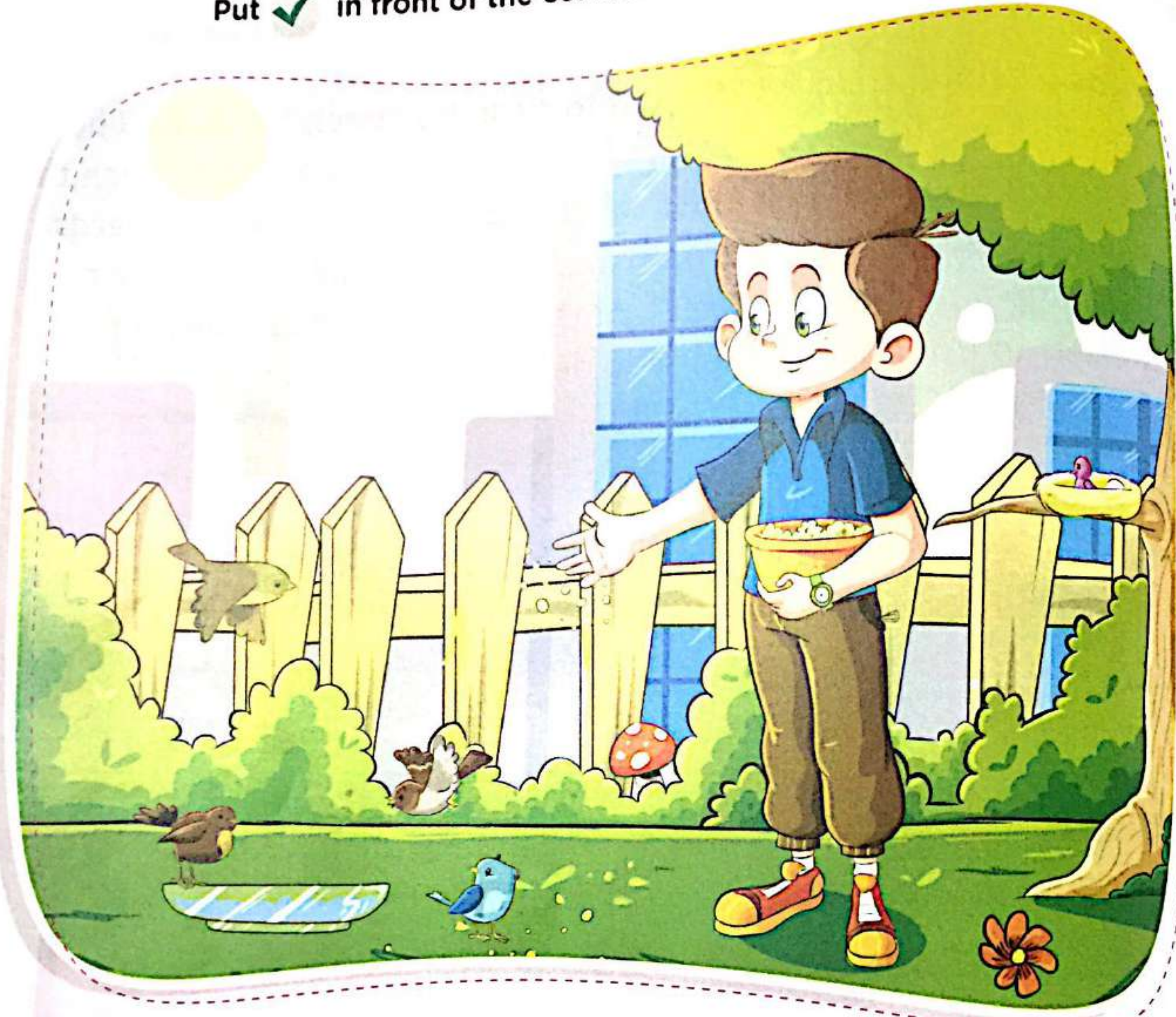
What is the improve that Amr did to decorate the street ?

....

- Let your child read the story.
- Discuss with your child who is the steward. (Someone who takes care the environment).
- Explain to your child how to be a helpful child in his/her community.
- **Integration of subjects** : Social studies (environmental protection) - English (reading and writing).
- **Life skills** : Setting clear goals - Verbal communication - Effective management and organization of tasks.

My Research Question

Activity What can you do to attract birds to your garden ?
Put ✓ in front of the correct statement.



- Put some seeds in a plate for birds to eat. ◯
- Use pesticides. ◯
- Put a pot contains water for birds to drink. ◯
- Presence of cats in the garden. ◯
- Make a bird house or a nesting box. ◯

Notes for parents

- Let your child read the questions and answer by him/herself.
- Discuss with your child what can he/she do to attract birds ?
- **Integration of subjects :** Science (attraction of birds) - English (reading).
- **Life skills :** Good listening - Define relationships between different objects.

PROJECT

Engineering Design Process.

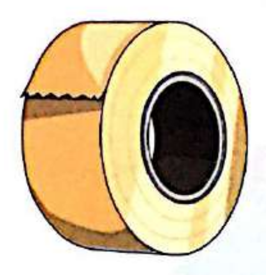
Idea : Making a cat house.

Materials :


2 carton boxes


Scissors


Coloring Pencils

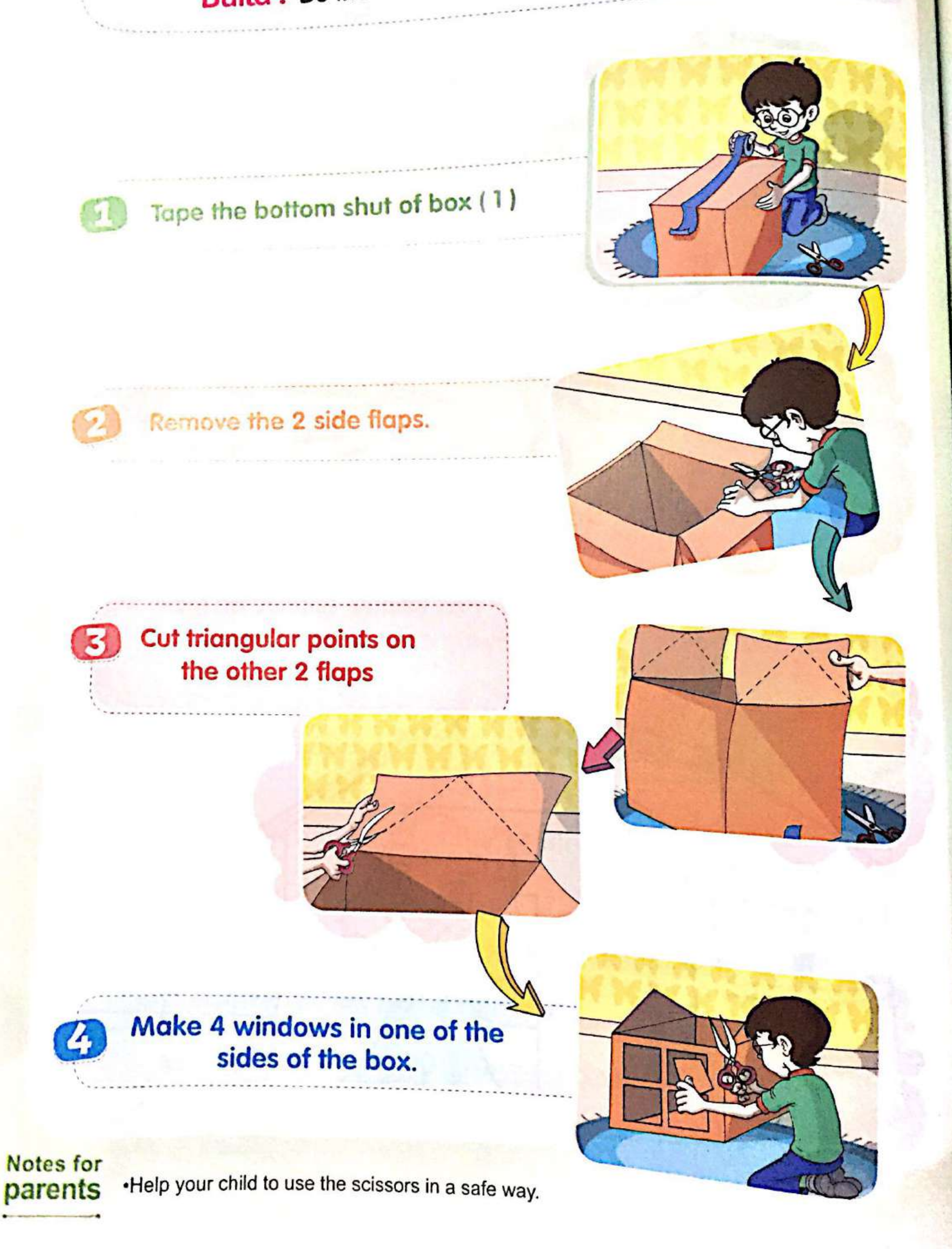

Adhesive tape

Plan : Color the cat house with your favorite colors, then make the cat house as in the following steps in the next pages.



• Help your child in designing and making a cat house.

Build : Do the following steps to make a cat house :



1. Tape the bottom shut of box (1)

2. Remove the 2 side flaps.

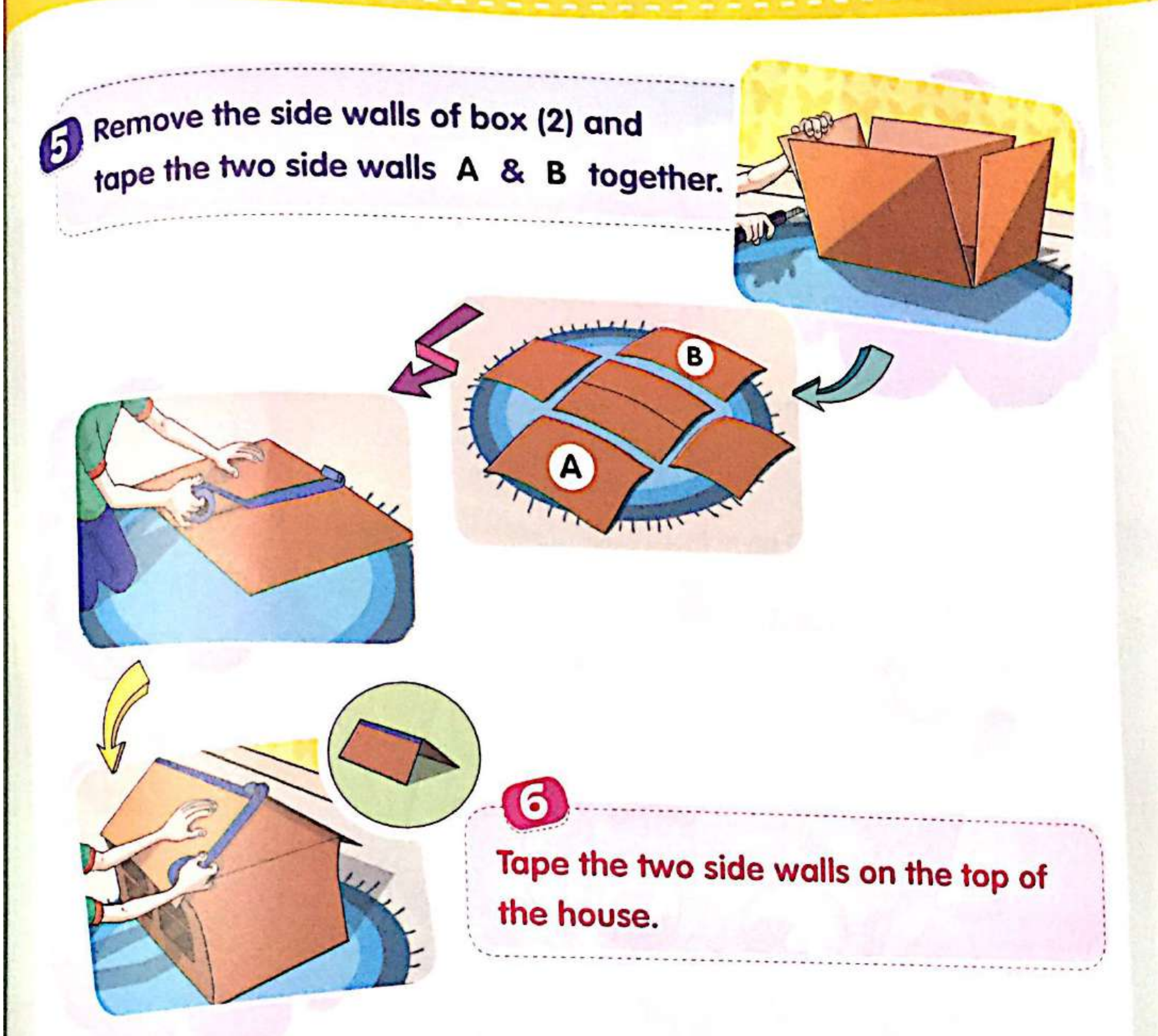
3. Cut triangular points on the other 2 flaps

4. Make 4 windows in one of the sides of the box.

Notes for parents

- Help your child to use the scissors in a safe way.

5 Remove the side walls of box (2) and tape the two side walls A & B together.



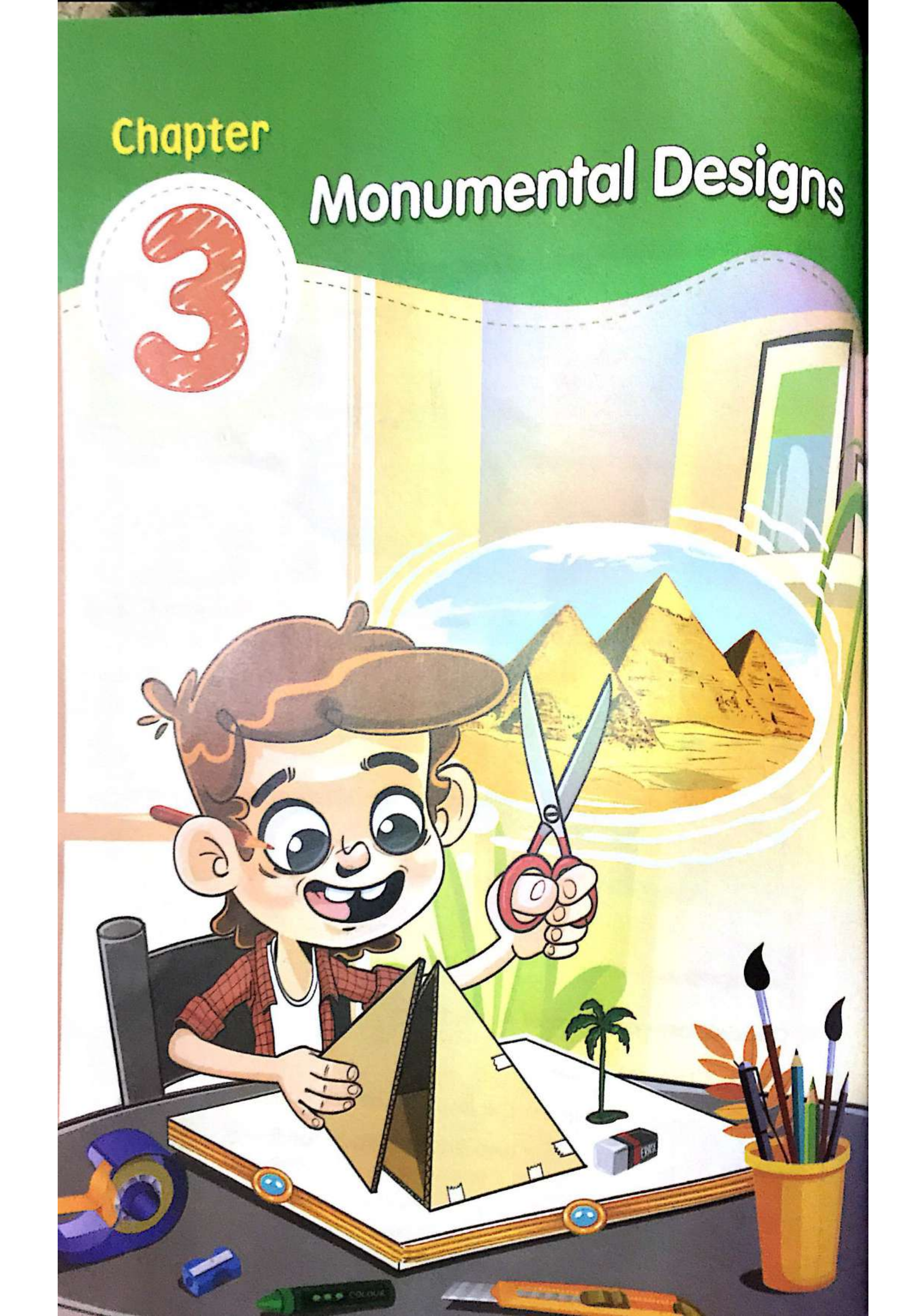
6 Tape the two side walls on the top of the house.

Improve :

Choose one or more of these things to improve your idea.

- Color the cat house.
- Put a small carpet on the floor of the cat house.
- Add a plate for water and another plate for food.

- Discuss with your child other ideas to improve his/her project.
- Discuss with your child what is the importance of this house for cats. Does it provide comfort and safety or not ?


Chapter
3
Monumental Designs

Learning outcomes

By the end of this chapter, your child will be able to :

- Interact with the three forms of matter.
- Follow steps in an experiment.
- Explain results of an experiment.
- Determine how senses are used to observe properties of materials.
- Investigate forms of matter.
- Describe changes of state and what is needed for changes of state to occur.
- Identify examples of water in all three forms.
- Determine the form of water (solid, liquid, gas) in an Earth scene.
- Describe how temperature can change the properties of a material.
- Predict how weather affects natural and human-made objects.
- Name and describe monuments found in Egypt.
- Plan for design of a monument using requirements.
- Define and explain importance of tourists.
- Design artwork in the form of a ticket for a monument.

Key vocabulary

- Gas
- Properties.
- Vapor
- Monument
- Liquid
- Freeze
- Iceberg
- Requirement
- Solid
- Melt
- Reversible
- Ticket
- Inflate
- Temperature
- Design
- Tourist



Who Made This ?

Activity Complete the following sentences by "Natural object" or "Human-made object" for the numbers that this picture indicates.

Number 1 is : ....

Number 2 is : ....

Number 3 is : ....

Number 4 is : ....

Number 5 is : ....

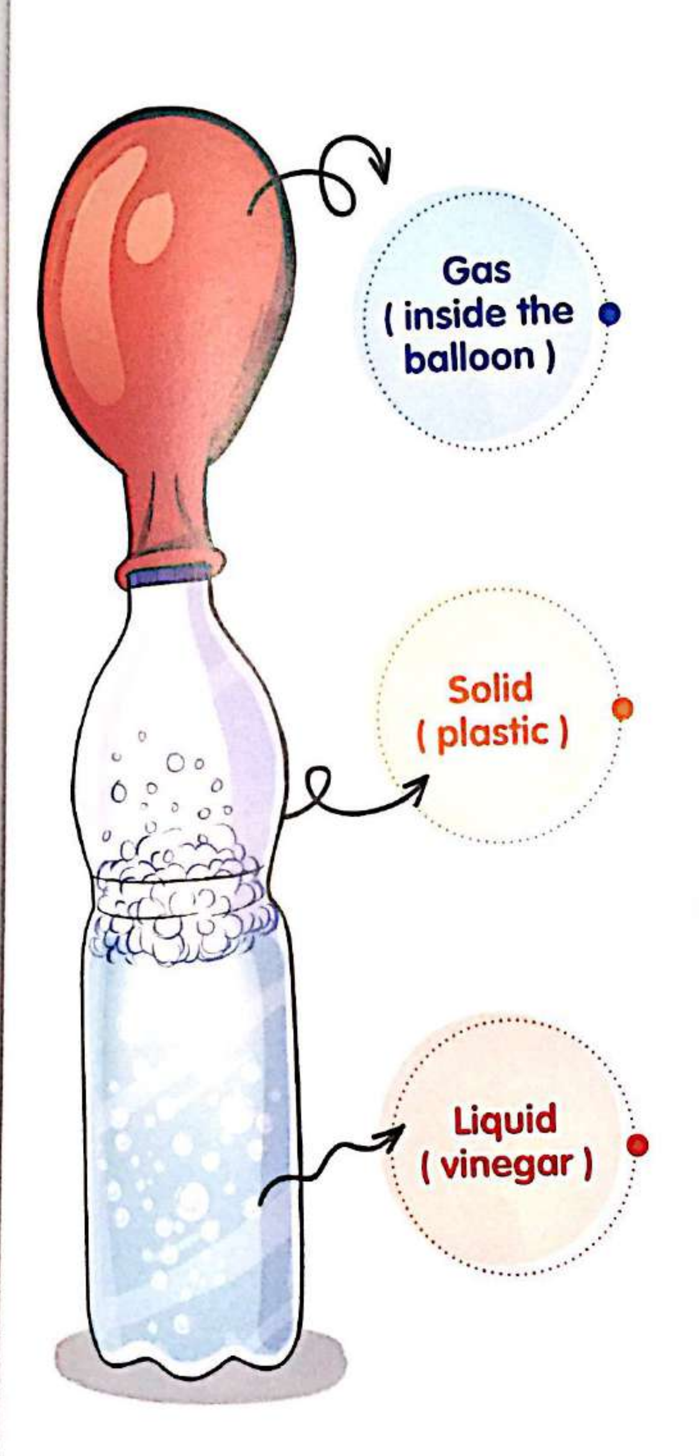
Notes for parents

- Help your child to classify different objects into natural and human-made objects.
- Discuss with your child other natural and human-made objects.
- **Integration of subjects :** Science (natural and human-made objects) - English (writing).
- **Life skills :** Define relationships between different objects - Verbal communication.

Let's Inflate a Balloon

Activity 1 Match each matter with its properties.





Gas (inside the balloon)	It can be poured and take the shape of its container.
Solid (plastic)	It is hard to see.
Liquid (vinegar)	It holds its shape.

- Scan the QR code with your smart phone to help your child to watch and do the experiment of the balloon.
- Explain to your child that matter has three forms which are : solid, liquid and gas.
- Discuss with your child the properties of the three forms of matter shown in the activity.
- **Integration of subjects :** Science (three forms of matter) - English (reading).
- **Life skills :** Define relationships between different objects - Verbal communication.

Activity 2 Put ✓ at the form of matter that suits the following objects.

	Solid	Liquid	Gas
Water			
Pencil			
Air (inside the balloon)			
Oil			
Marble			
Sugar			

Notes for parents

- Help your child to classify objects into solids, liquids or gases.
- Discuss with your child other examples of solids, liquids and gases.

- **Integration of subjects :** Science (classify solid, liquid or gas) - English (reading).
- **Life skills :** Define relationships between different objects - Verbal communication.

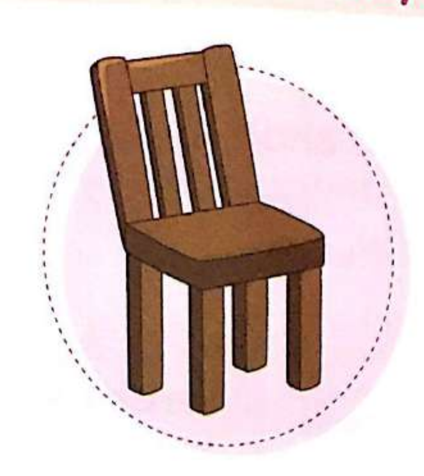


What Materials Do We See ?

Activity **Choose from the words between brackets, the material that each object is made of and write it below each picture.**

(Paper - Wood - Cloth - Glass - Metal - Plastic - Clay)

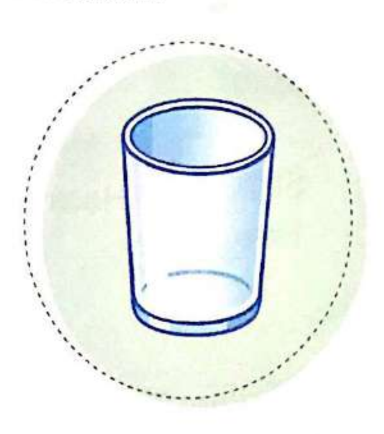




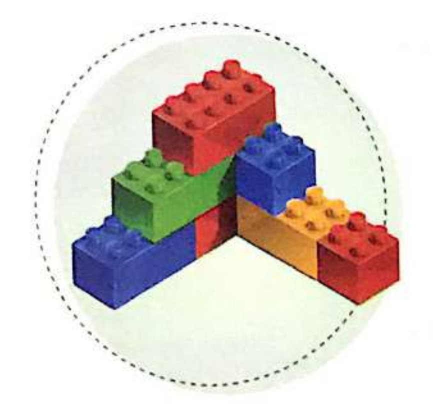
....







....





....

- Discuss with your child the materials that the above objects are made of.
- Mention some other objects to your child and let him/her mention the materials that these objects are made of.

- **Integration of subjects** : Science (materials around us) - English (reading and writing).
- **Life skills** : Verbal communication - Define relationships between different objects.

How Do We Know ?

Activity Use the properties between brackets to complete the sentences below.

(odor - color - flavor -shape - texture - shiny - sound - dull)

Stick here

Sight sense can observe .... ,................ ,................ and ....

Stick here

Smell sense can observe ....

Stick here

Hearing sense can observe ....

Stick here

Taste sense can observe ....

Stick here

Touch sense can observe ....

Notes for parents

- Discuss with your child the properties that the five senses can observe.
- **Integration of subjects :** Science (properties that senses can observe)
  - English (reading - writing).
- **Life skills :** Verbal communication - Define relationships between different objects.

Note
The stickers are at the end of the book

Describe Our World

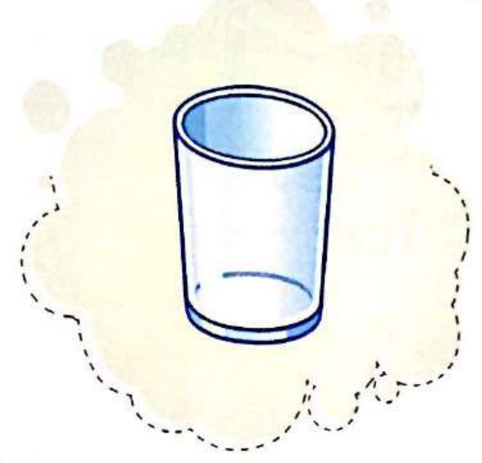
Activity Use the words between brackets to complete the sentences below each picture.

(smooth - paper - wood - rectangular - cloth - soft - glass - red)



It has .... sound.

It is made of ....



It has .... texture.

It is made of ....



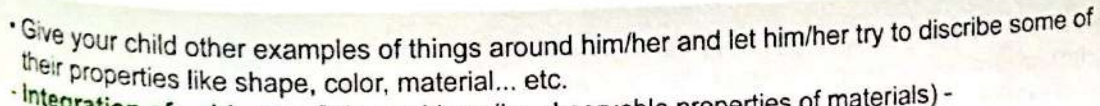
It has .... color.

It is made of ....



It has .... shape.

It is made of ....



- Give your child other examples of things around him/her and let him/her try to discribe some of their properties like shape, color, material... etc.
- **Integration of subjects :** Science (describe observable properties of materials) - English (reading - writing).
- **Life skills :** Define relationships between different objects - Verbal communication.



Three Forms of Water

Activity Circle the form of water that suits each picture.







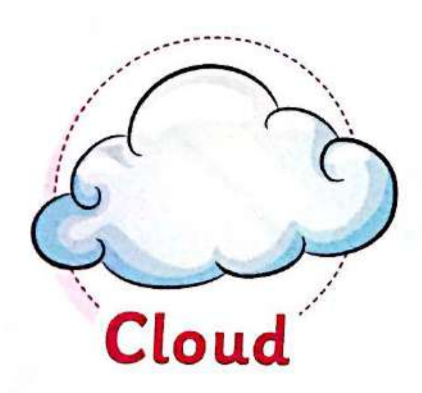


















Notes for parents

- Discuss with your child the three forms of water.
- **Integration of subjects :** Science (forms of water) - English (reading).
- **Life skills :** Define relationships between different objects - Verbal communication.

Changing Forms

Activity 1 Write below each picture the form of water, then put ✓ if it needs to warm up or cool down.

Forms of water	Warm up	Cool down
...Ice... changes into		
.... changes into		

Choose and write your answer :

1. When a solid turns into a liquid, this process is called ....

   (freezing - melting)

2. When a liquid turns into a solid, this process is called ....

   (freezing - melting)

Who am I .... ?

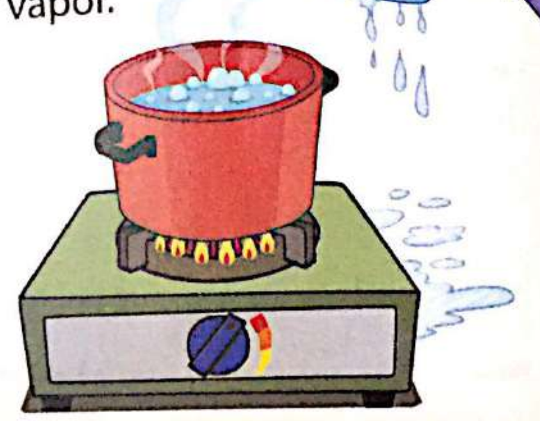
1. I am the solid form of water. (..................................)
2. I am the gaseous form of water. (..................................)

- Discuss with your child whether warm up or cool down is needed for changing the states of water from one form to another.
- Help your child to know what is meant by freezing, melting, Ice and water vapor (steam).
- **Integration of subjects :** Science (changes of states of water) - English (writing - reading).
- **Life skills :** Organize parts to form a new or unique whole - Verbal communication.

Activity 2 If we want to turn water (liquid) into water vapor or steam (gas), we should increase the temperature of water until it boils.

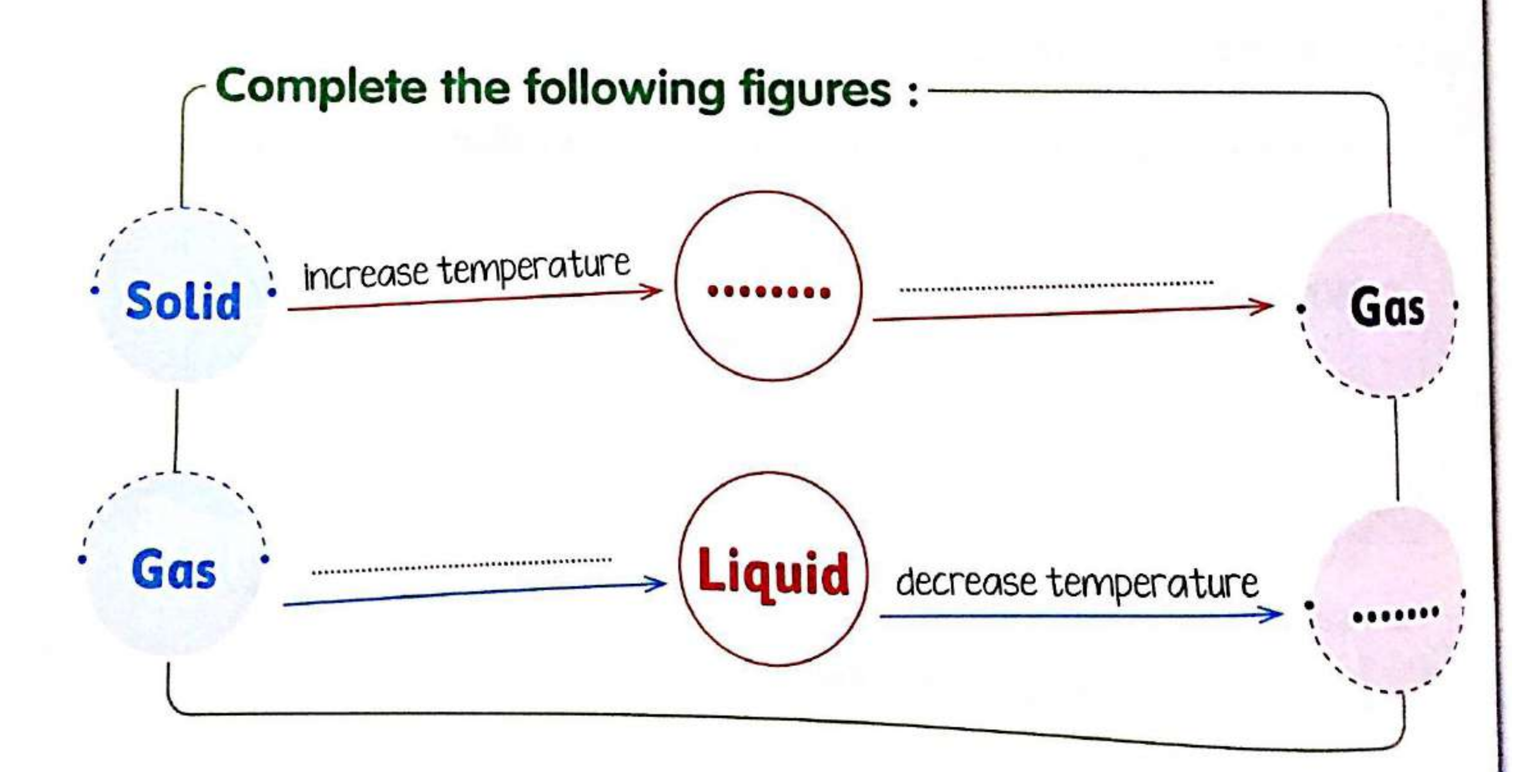


What do you think we should do to turn water vapor (gas) back into water (liquid) ?



- We should .... the water vapor. (warm up / cool down).
- When water vapor touches the cold plate, it changes into .... (ice - water).

Complete the following figures :



Notes for parents

- Discuss with your child that water vapor turns into water when it faces a cold plate (by cooling).
- Help your child to complete the figures to review the changes of forms of water.

- **Integration of subjects :** Science (changes of states of water) - English (reading - writing).
- **Life skills :** Verbal communication - Define relationships between different objects.



Our World

Activity Complete the labels with the words between brackets.

(Water - Ice - Land - Cloud)

....

....

....

....

Choose the correct answer :

1. Our planet is called........................

(Venus - Earth - Mars)

2. Most of the surface of the Earth is covered with........................

(ice - clouds - water)

- Discuss with your child the forms of water (solid , liquid and gas) on the Earth.
- Explain to your child that our planet Earth is mostly covered with water.
- **Integration of subjects :** Science (forms of water on Earth) - Social studies (describe a place).
- **Life skills :** Organize parts to form a new or unique whole - Verbal communication.

Water : Solid, Liquid and Gas

Activity Observe the following picture, then put ✓ or ✗ beside the questions below .



1. This place is much colder than Egypt. ◯
2. Clouds are made of ice. ◯
3. This type of ice formation is called iceberg. ◯
4. Cloud is a very large piece of ice floating on the ocean. ◯
5. Large icebergs are also called ice mountains. ◯

Notes for parents

- Help your child to describe the forms of water (solid, liquid and gas).
- Discuss with your child what is meant by iceberg (A very large piece of ice floating on the ocean.

- **Integration of subjects :** Science (forms of water) - English (reading).
- **Life skills :** Verbal communication - Organize parts to form a new or unique whole.

Fresh Water

Activity Complete the following table with the suitable words :

	Fresh water	Salty water
Natural sources :	.... , lakes, underground springs and	.... and oceans.
Its uses :	.... , ... , bathing, watering crops, ... and boating.	.... , fishing and ....

- Let your child write some sources of fresh water such as (rivers, rains, ... etc.) and some sources of salty water such as (seas, ... etc.).
- Let your child write some uses of fresh water such as (drinking, cooking, fishing, ... etc) and some uses of salty water such as (swimming, boating, ... etc).
- **Integration of subjects** : Social studies (sources of fresh and salty water) - English (writing).
- **Life skills** : Define relationships between different objects - Verbal communication.



Eggs for Breakfast

Activity Complete the following table by writing (heating, cooling, reversible or not reversible).

Examples	Heating/Cooling	Reversible / Not reversible
Raw egg → Cooked egg	....	....
Water → Ice	....	....
Ice cream → Melted ice cream	....	....
Chocolate → Melted Chocolate	....	....

Notes for parents

- Let your child write if the change of materials need heating or cooling and if the change is reversible or not reversible.
- Discuss with your child other materials that can be reversed.
- **Integration of subjects :** Science (heating and cooling - reversible and not reversible changes) - English (writing).
- **Life skills :** Verbal communication - Define relationships between different objects.

Forces of Nature

Activity Look at each of the following pictures, then answer the questions.



Choose

- The ancient Egyptians built the pyramids of Giza by using ....

  (woods - ice - stones)

Put ✓ or ✗

- The pyramids can withstand the heat of the Sun. ◯
- Rains may affect the pyramids. ◯



Choose

- This snowman is made of ....

  (paper - ice - clay)

Put ✓ or ✗

- The snowman cannot withstand the cold weather. ◯
- The heat of the Sun may affect the snowman. ◯

• Discuss with your child the materials that can withstant the forces of nature (hot weather, cold weather, wind and rains).
- **Integration of subjects :** Science (forces of nature and their effects on materials) - English (reading).
- **Life skills :** Define relationships between different objects - Verbal communication.



Monuments of Egypt

Activity Join each Egyptian monument with its name and its information.



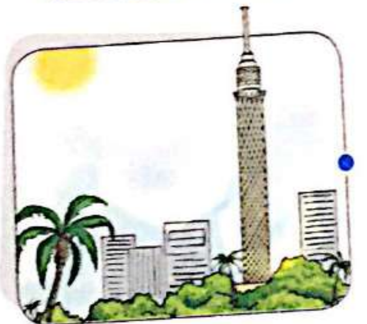
Hatshepsut temple

It is the tallest building in Egypt and it is made up of concrete.



Cairo tower

It is made up of metal and it was established to honor Saad Zaghloul.



Statue of Saad Zaghloul

It is a religious building, stones are used to build this monument.

Choose



.... is a structure that honors a special person or an event that is important in history. **(Requirement - Monument - Design)**



Write a sentence using the word "monument".

....

....

Notes for parents

- Discuss with your child the Egyptian monuments and help him/her to describe them.
- Help your child to know the meaning of the word monument (It is a structure that honors a special person or an event that is important in history).

- **Integration of subjects :** Social studies (Egyptian monuments) - English (reading - writing).
- **Life skills :** Observation - Verbal communication.

Lessons 7 to 10



My monument

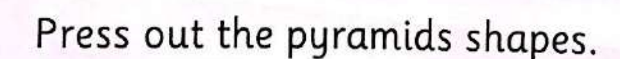
Follow these steps to make your project

"Giza pyramids"

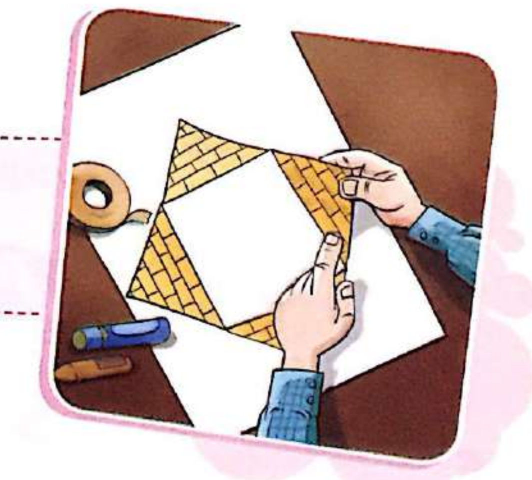
(using the separate gift with the book)

then create your own ticket for your monument by drawing it and write the important words and numbers that will be on your ticket.

1



Press out the pyramids shapes.





2

Fold each pyramid and stick it using a glue stick.

- Help your child to make the monument.
- Let your child describe his/her monument (shapes/length/ types of materials he/she used ....).
- Discuss with your child what is meant by a tourist : (A tourist is a person who visits our country or our community from a different place).

3

Use your yellow cryon to color a piece of rectangular carton.





4

Stick each pyramid on the rectangular piece of carton using a glue stick.

5

Share your project "Giza pyramids with your family members.



Notes for parents



A Monument Ticket

Observe the following ticket then create your own ticket.

Monument name

EGYPTIAN MUSEUM

Ticket number

541413

CAIRO- EGYPT

60 L.E.

Ticket value

• Help your child to create a ticket of his/her monument and write on it the information shown on the above ticket like monument name, ticket number and ticket value.



Glossary

THEME 1 Who Am I ?

Chapter 1

Cousin	ابن العم
Neighbour	جار
Responsibilities	مسئوليات
Fixing	اصلاح
Preparing	تحضير
Dinner	وجبة العشاء
Bescribe	يوصف
Jobs	أعمال
Tidy	يرتب
Graph	رسم بيانى
Problem / trouble	مشكلة
Solution / solve	حل
Wall clock	ساعة حائط
Suggest	يقترح
Classmate	زميل الدراسة
Act a play	تمثيل مسرحية
Cooperate	يتعاون
Share ideas	يشارك الأفكار
Encourage	يشجع
Respectful	يتميز بالأحترام
Traffic lights	أشارات المرور
Beat	يضرب
Garbage	القمامة
Support	يساعد
Citizen	مواطن
Daily routine	الروتين اليومى
Shelter	مسكن
Needs	الاحتياجات
Wants	الرغبات
Choices	اختيارات
Hairstyle	تسريحة الشعر
Affects	يؤثر على
Analog clock	ساعة ذات عقارب
Digital clock	ساعة رقمية
Priorities	الأولويات
Peace maker	محب السلام
Peace breaker	كاسر السلام
Interrupt	يقاطع
Scream	يصرخ
Truth	الصدق
Apologize	يعتذر
Politely	بأدب
Compromise	حل وسط

Chapter 2

Take care	يعتنى بـ
Safe	آمن
Healthy	صحى
Life cycle	دورة حياة
Stages	مراحل
Elder	رجل عجوز
Teenager	مراهق
Adult	بالغ
Nest	عش
Venn diagram	شكل ڤن
Wings	اجنحة
Bugs / pests	حشرات
Beak	منقار
Claw / talon	مخلب
Chew	يمضغ
Golden eagle	النسر الذهبى
Eye sight	البصر
Prey	الفريسة
Butterfly	فراشة
Source	مصدر
Waste	فضلات
Cereals	حبوب
Community	المجتمع
Decide	يقرر
Serving	وجبة طعام
Expired	منتهى الصلاحية

Broom	مكنسة
Idea	فكرة
Materials	مواد
Plan	خطة
Improve	يحسن
Paste tape	شريط لاصق
Thread	خيط
Conservation	المحافظة
Commercial	إعلان

Chapter 2

Categorizing	تصنيف
Profession	أعمال
Agricultural	زراعى
Industrial	صناعى
Commercial	تجارى
Tourism	سياحة
Survey	استطلاع رأى
Wildlife	الحياة البرية
Sewing / knitting	الخياطة
Cash register	مكينة النقود
Tourist	السائح
Experiment	تجربة
Pets	الحيوانات الأليفة
Trip	رحلة
Advice	نصيحة
Income	الدخل المادى
Rent	إيجار
Transportations	وسائل المواصلات
Complaint	شكوى
Green pepper	فلفل أخضر
Chef	طباخ
Lawyer	محامى



The World Around Me

Chapter 1

Constellation	مجموعة النجوم
Imaginary	خيالي
Pattern	نموذج
Ancient Egyptians	المصريين القدماء
Festival	احتفال
Shadow	الظل
Warmth	الدفء
Far away	بعيد عن
Close to	قريب من
Galaxies	المجرات
Space	الفضاء

Chapter 2

Habitat	موطن
Lake	بحيرة
Environment	البيئة
Desert	صحراء
Beach	شاطئ
Farmland	ارض زراعية
Human-made	من صنع الأنسان
Conditions	الظروف
Ocean	محيط
Natural	طبيعي
Egret	طائر أبو قردان
Mountain	جبل
Herbs	اعشاب
Beetle	خنفساء
Palm tree	نخلة
Flooding	الفيضان
Dam	السد
Barrier	حاجز
Generatting electricity	توليد الكهرباء
Celebrate	يحتفل
Good steward	منظم جيد
Bins	سلة مهملات
Decorate	يزين
Pesticides	مبيدات حشرية

Chapter 3

Monumental	نصب تذكارى
Inflate	ينفخ
Solid	صلب
Liquid	سائل
Gas	غاز
Pour	يسكب
Container	وعاء
Vinegar	خل
Odor	رائحة
Flavor	طعم
Texture	النسيج
Dull	مغيم
Smooth	ناعم
Forms	أشكال
Freezing	التجمد
Melting	الأنصهار
Temperature	درجة الحرارة
Water vapor	بخار الماء
Ice berg	جبل جليد
Force	قوة
Pyramid	هرم
Withstand	يقاوم
Temple	معبد
Statue	تمثال
Tower	برج
Concrete	الخرسانة
Honor	يفتخر



El-Moasser Parent's Guide aims at providing parents with proper advice and guidance regarding how to develop their children's reasoning and practical skills.

El-Moasser Parent's Guide comprises a set of activities to be carried out by students, along with their parents, to enable students to hone their concentration and thinking skills: creative thinking, visual thinking, mathematical thinking etc...

It was developed in alignment with the objectives of Egypt Strategy 2030 focusing on improving the quality of education.



NOW
at all bookstores

El-Moasser Gifts

- "Giza Pyramids" model
- Pack of coloring pencils

يُصرف مجاناً مع هذا الكتاب:

- مجسـم أهـرامات الـجيزة
- علـبة ألـوان

DISCOVER





FIRST TERM







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